

## Individualized Education Program (IEP)

Project 1 Member: Jessica Kline and Emily Kuiper			
<b>IEP DATES</b>			
<b>IEP Team Meeting</b>  <b>06/01/2016</b>	<b>Initial IEP</b> Offer of a FAPE: <b>06/01/2016</b> Implementation: <b>06/01/2016</b>	<b>Annual/Review IEP</b> Offer of a FAPE:  Implementation:	<b>Reevaluation IEP</b> Offer of a FAPE:  Implementation:

## Individualized Education Program (IEP)

### Section 1 Demographic Information

<b>Student</b>	Last: Smith First: Tony M:	Birth Date: 2/29/08	Gender: Male	Grade: 2nd	UIC:	
Address: 1234 West Street		City: Stoneybrook	State: MI	Zip: 40000		
Phone: 555-7721						
Resident District: Stoneybrook Elementary			Operating District: Stoneybrook Community Schools			
County:			Attending Building: Stoneybrook Elementary			
<b>Parent</b>	Last: Jones First: Kim M:	Relationship to Student: Mother				
Native Language or Other Communication Mode: English						
Address (if different):		City:	State:	Zip:		
Home Phone: 555-7721	Work Phone:	Pager/Cell:				
Email:						
<b>Parent</b>	Last: First: M:	Relationship to Student:				
Native Language or Other Communication Mode:						
Address (if different):		City:	State:	Zip:		
Home Phone:	Work Phone:	Pager/Cell:				
Email:						

### PURPOSE OF MEETING

Check one of the following: <b>Initial IEP</b> Annual/Review IEP Reevaluation IEP	Check all others that apply: Change of Placement Suspension/Expulsion      Graduation      Other: Secondary Transition Change of Eligibility Other:
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**OFFICE USE**

<b>PARENT CONTACT</b>			
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):			
<b>IEP Invitation</b>	Letter	<b>Phone</b>	<b>Other: email</b>
Results: <b>Parents said that they would both be in attendance on 06/01/2016.</b>			

<b>PARENTAL RIGHTS AND AGE OF MAJORITY</b>
<p>Check all that apply:</p> <p>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.</p> <p>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.</p> <p>The student has turned age 18 and there is a guardian established by court order. The guardian is: _____.</p> <p>The student has turned age 18 and a legally designated representative has been appointed. The representative is: _____ as _____ (e.g., power of attorney, trustee).</p>

<b>IEP MEETING PARTICIPANTS IN ATTENDANCE</b>																							
Check the box indicating the IEP participant(s) who can explain the instructional implications of evaluation results.																							
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 80%;"></td> <td style="border-bottom: 1px solid black; width: 20%;"></td> </tr> <tr> <td>Student (must invite at age 16 and older)</td> <td align="center"><b>Mr. Smith, Principal</b></td> </tr> <tr> <td><b>Kim Jones</b></td> <td>District Representative/Designee</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Parent</td> <td style="border-bottom: 1px solid black;"><b>Cindy Hirsh</b></td> </tr> <tr> <td></td> <td>General Education Teacher</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Parent</td> <td style="border-bottom: 1px solid black;"><b>Mrs. Special Education Teacher</b></td> </tr> <tr> <td></td> <td>Special Education Teacher</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Agency Providing Secondary Transition Services (consent on file)</td> <td style="border-bottom: 1px solid black;"><b>Jane Doe, School Psychologist</b></td> </tr> <tr> <td></td> <td>Other</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Other</td> <td style="border-bottom: 1px solid black;"><b>Emma Turner, School Social Worker</b></td> </tr> <tr> <td></td> <td>Other</td> </tr> </table>			Student (must invite at age 16 and older)	<b>Mr. Smith, Principal</b>	<b>Kim Jones</b>	District Representative/Designee	Parent	<b>Cindy Hirsh</b>		General Education Teacher	Parent	<b>Mrs. Special Education Teacher</b>		Special Education Teacher	Agency Providing Secondary Transition Services (consent on file)	<b>Jane Doe, School Psychologist</b>		Other	Other	<b>Emma Turner, School Social Worker</b>		Other	
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<p><b>Parent and District Agreement on Attendance Not Necessary</b></p> <p>These members are absent; their curricular area/related services are not being modified or discussed in the meeting:</p>																							
<p><b>Parent and District Agreement on Excusal Prior to Meeting</b></p> <p>These members are absent and have submitted written input to the IEP team, including the parent, prior to the meeting:</p>																							

<b>Section 2. ELIGIBILITY FOR SPECIAL EDUCATION (Part 1)</b>
<p><b>Eligible</b>    Ineligible</p> <p>Area of disability (eligibility category): <b>Specific Learning Disability</b></p> <p>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:</p> <p>If the student is determined eligible as a student with an SLD, check all that apply:</p>

Oral expression Reading fluency skills	Listening comprehension Reading comprehension	<b>Written expression</b> Mathematics calculation	<b>Basic reading skill</b> <b>Mathematics problem solving</b>
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)
<p><b>General</b></p> <p>The IEP team must consider each of the following:</p> <p>The strengths of the student:</p> <p><b>Tony does well with hands-on learning, especially in science class. Tony also does well when given technology, such as an iPad, as an avenue for learning. Tony is a friendly, talkative, and creative kid who enjoys playing games. In reading, Tony has strong reading comprehension skills and can comprehend at a higher level than he can read the words. Tony does well with a scribe, which allows him to focus on learning activities and minimizes the anxiety of writing. Role models who provide positive feedback help to build up Tony's self-confidence.</b></p> <p>The concerns of the parent for enhancing the education of the student:</p> <p><b>Tony's mom, Kim Jones, is concerned about Tony's recent problem behaviors at school and at home. She is concerned about the crying and refusal that is displayed at home, specifically when she tries helping Tony with reading assignments.</b></p> <p>The results of the most recent evaluation(s) of the student (Narrative):</p> <p><b>Tony has displayed problem behaviors such as anger, use of profanity, inappropriate use of materials, refusal to work, and not paying attention during instruction. These behaviors occur throughout the day, but most often during unstructured times. On the WISC-III, Tony scored a 103 IQ which falls in the average range. In reading, Tony is currently below grade level, scoring a 76 on the WISC-III reading subtest, two standard deviations below his ability score. Tony has been participating in Tier 2 RTI services, but after 14 weeks did not respond to the intervention. Tony's reading comprehension skills are strong. In writing, Tony is currently behind the majority of his peers, scoring a 78 on the WISC-III writing subtest, two standard deviations below his ability score. Oftentimes, Tony participates in off-task behaviors during writing time and refuses to work. When given a scribe, Tony was able to stay on-task and was observed smiling and actively participating. In math, Tony is currently below grade level, scoring an 85 on the WISC-III mathematics subtest, one standard deviation below his ability score.</b></p>
<p><b>Special Factors (Section 2. Part 2)</b></p> <p>The IEP team <u>must</u> consider the following for the student (<u>check boxes to indicate consideration</u>):</p> <p><b>The communication needs of the student.</b></p> <p><b>The need for assistive technology devices and services for the student.</b></p> <p>The IEP team must consider the following for the student, <u>as appropriate</u> (check all that apply):</p> <p><b>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.</b></p> <p>The language needs of the student because the student has limited English proficiency.</p> <p>Braille instruction because the student is blind or visually impaired.</p> <p>The mode of language and communication because the student is deaf or hard of hearing.</p>

**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.

	<b>Baseline Data</b> 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.	<b>Impact and Resulting Needs</b> 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.
<b>ACADEMIC/PRE-ACADEMIC ACHIEVEMENT</b> <i>Individual and/or district-wide assessments.</i>  <i>Considered, Not Applicable</i>	<b>On the WISC-III, Tony scored a 103 IQ, which falls in the average range. This is a baseline for his academic ability.</b>	<b>Impact:</b>  <b>Tony has an ability level of 103, meaning that he has the cognitive ability to participate in the general education curriculum.</b>
		<b>Resulting Needs:</b>  <b>None</b>
<b>GENERAL EDUCATION CURRICULUM</b> <b>A. Reading</b> <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i>  <i>Considered, Not Applicable</i>	<b>On the STAR test, Tony scored a 1.2 grade level equivalency in reading and a 1.4 grade level equivalency in reading comprehension. On the DAB-3, Tony scored a 1.0 grade level equivalency in word recognition and a 1.3 grade level in reading comprehension. On the WISC-III reading subtest, Tony scored a 76, two standard deviations below his ability score (103). Tony could comprehend at a higher rate than he could read the words. Tony participated in Tier 2 RTI interventions, but failed to make progress in the program. Tony's teacher reported that she thought Reading Recovery may help Tony to grow in his reading, but the school recently cut funding for this program. In an interview, Mrs. Hirsh reported that Tony does not like reading aloud because he often doesn't know words or stumbles through them.</b>	<b>Impact:</b>  <b>Tony's difficulty in reading impacts his ability to be successful in all subjects of the curriculum. Although his reading comprehension skills are relatively strong, he has poor reading fluency which affects his ability to recall main ideas and important details.</b>
		<b>Needs:</b>  <b>Tony needs specially designed instruction in basic reading skills to continue making progress in the general education curriculum.</b>
Narrative/Summary/Examiner Report:		
<b>B. Math</b> <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i>  <i>Considered, Not Applicable</i>	<b>On the DAB-3, Tony scored a 1.8 grade level equivalency in mathematics reasoning and a 1.7 grade level equivalency in mathematics calculation. On the CTBS, Tony scored at instructional level (50%-89%) on the following skills: addition of 1-digit numbers, recognition of currency up to \$1, and cent value of currency up to \$1. Tony scored at frustrational level (0%-49%) on the following skills: subtraction of 1, 2, 3 digit numbers, time telling to the nearest hour and half-hour, multiplication, division, and recognition of shaded fractional parts.</b>	<b>Impact:</b>  <b>Tony's difficulty in math impacts his ability to be successful in the general education math curriculum.</b>
		<b>Resulting Needs:</b>  <b>Tony needs specially designed instruction in mathematics to continue making progress in the general education curriculum.</b>
Narrative/Summary/Examiner Report:		
<b>C. Written Expression</b> <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i>  <i>Considered, Not Applicable</i>	<b>On the DAB-3, Tony scored a 1.0 grade level equivalency in spelling and writing: contextual language, a 1.1 grade level equivalency in capitalization and punctuation, and a 1.2 grade level equivalency in writing: story construction. Tony has done well with a scribe.</b>  <b>During an observation, Tony refused to work during writing time. In an interview with Mrs. Hirsh, she stated that Tony has been leaving during writing time recently because it has been too much for him to handle.</b>	<b>Impact:</b>  <b>Tony's difficulty in written expression makes it difficult for him to express himself at grade level in the general education curriculum at the same pace as his peers.</b>
		<b>Resulting Needs:</b>  <b>Tony needs specially designed instruction in written expression skills to continue making progress in the general education curriculum. Tony may also benefit from speech-to-text, or the use of a scribe, as that has helped Tony to access the curriculum in the past.</b>
Narrative/Summary/Examiner Report		

<b>SECONDARY TRANSITION ASSESSMENTS</b> <i>Age-appropriate assessment related to training, education, employment, and independent living skills. (16 years)</i>  <b>Considered, Not Applicable</b>		
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<p><b>COMMUNICATION/ SPEECH &amp; LANGUAGE</b></p> <p><i>Considered, Not Applicable</i></p>		<p>Impact:</p> <p>Needs:</p>
<p><b>SOCIO-EMOTIONAL/ BEHAVIORAL</b></p> <p><i>Considered, Not Applicable</i></p>	<p>On the Home Version Behavior Disorders Identification Scale (BDIS) given to Tony's mom, Tony scored in the 2nd percentile. Four out of five subscales resulted in clinically significant standard scores, those subscales include: Learning/Self-Control, Interpersonal/Social, Inappropriate Behavior, and Unhappiness/Depression.</p> <p>On the School Version of the BDIS give to Tony's teacher, Tony also scored in the 2nd percentile. Four out of five subscales resulted in clinically significant standard scores, those subscales include: Learning, Interpersonal Relations, Inappropriate Behavior, and Physical Symptoms/Fear.</p> <p>Tony has demonstrated patterns of inattention during class. In an interview with Mrs. Hirsh, she shared that Tony is often off-task and has trouble paying attention during class.</p> <p>During an observation, Tony refused to work during writing time. Refusal started with a simple "no," but escalated to yelling.</p> <p>In an interview with Mrs. Hirsh, she shared that Tony has trouble interacting appropriately with peers. She shared that Tony has has problems chasing girls around the playground, using profanity, and quickly pointing out others' shortcomings. Incidence reports have also reported swiping materials off of peers' desks as well as tipping them when Tony did not get his way.</p>	<p>Impact:</p> <p>Tony's difficulty regulating his verbal comments, refusal to work in class, inappropriate peer interactions, as well as his challenges paying attention for a sustained period of time, adversely impact his ability to fully benefit from academic and social opportunities in the school setting.</p> <p>Resulting Needs:</p> <p>Tony needs to be taught self-regulating strategies in order to fully benefit from academic and social opportunities in the school setting. Tony would also benefit from Positive Behavior Interventions and Supports (PBIS), which would teach him positive and appropriate behavior. As far as Tony's challenges paying attention, Tony may benefit from a variety of accommodations.</p>
<p><b>PERCEPTION/MOTOR/ MOBILITY</b></p> <p><i>Gross and fine motor coordination, balance, and limb/body mobility.</i></p> <p><i>Considered, Not Applicable</i></p>		<p>Impact:</p> <p>Needs:</p>
<p><b>INDEPENDENT LIVING SKILLS</b></p> <p><i>Skills for academic success and independent living.</i></p> <p><i>Considered, Not Applicable</i></p>		<p>Impact:</p> <p>Resulting Needs:</p>
<p><b>MEDICAL</b></p> <p><i>Health, vision, hearing, or other physical/medical issues.</i></p> <p><i>Considered, Not Applicable</i></p>		<p>Impact:</p> <p>Resulting Needs:</p>

Include relevant graphs of individual student and peer group performance over time.

**Section 4: Goal 1  
Goals and Objectives/Benchmarks**

<p><b>Instructional Area of Need (from PLAAFP)</b>—List the appropriate content area (e.g., strand/domain): <i>Reading- Basic Reading</i></p>
<p><b>Michigan Content Expectations Upon Which Goal Will Be Based</b>—List the appropriate GLCE, EGLCE, HSCE, EHSCE, or Early Childhood Standards of Quality for Pre-kindergarten or K-12:</p> <p>Fluency: CCSS.ELA-LITERACY.RF.2.4.C</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

<p><b>Baseline Data</b></p> <p>The student is currently <b>reading at a 76</b> on the <b>WISC-III</b>. Tony can comprehend higher than he can read the words.</p>
<p><b>Annual Goal 1 (from PLAAFP)</b></p> <p>By May 31st, 2017 , when given a 2nd grade level text, the student will use context to confirm word recognition and understanding with 70% accuracy in 4/5 trials.</p>

<p><i>[By the date/end of ____, the student will be able to ...(behavior) at ...(criteria) ... on ...(assessment/evaluation task)]</i></p> <p><b>Short Term Objectives (At least two per goal)</b></p>	<b><sup>1</sup> Evaluation</b>	<b>2 Criteria</b>	<b><sup>3</sup> Schedule for Evaluation</b>
<p>1. By November 15th, 2017 , the student will use context to confirm word recognition and understanding with 40% accuracy when given a grade level text by a teacher in 3/5 trials.</p>	Running records	40% accuracy in 3/5 trials	Biweekly
<p>2. By January 15th, 2017 , the student will use context to confirm word recognition and understanding with 50% accuracy when given a grade level text by a teacher in 4/5 trials.</p>	Running records	50% accuracy in 4/5 trials	Biweekly
<p>3. By March 15th, 2017 , the student will use context to confirm word recognition and understanding with 60% accuracy when given a grade level text by a teacher in 4/5 trials.</p>	Running records	60% accuracy in 4/5 trials	Biweekly
<p>3. By May 31st, 2017 , the student will use context to confirm word recognition and understanding with 70% accuracy when given a grade level text by a teacher in 4/5 trials.</p>	Running records	70% accuracy in 4/5 trials	Biweekly
<p><b>[1] Evaluation</b>  <b>S</b> Student's Daily Work  <b>D</b> Documented Observation  <b>R</b> Rating Scale  <b>T</b> Standardized Test (specify)  <b>O</b> Other (specify above)</p>	<p><b><sup>2</sup> Criterion</b>  _____ % Accuracy  _____ of ___ Rate (cpm)  _____ Achievement Level  Other (specify above)</p>	<p><b><sup>3</sup> Schedule for Evaluation:</b>  <b>W – Weekly;</b>  <b>D – Daily;</b>  <b>M- Monthly;</b>  <b>Q – Quarterly grading</b>  <b>O – Other (specify)</b></p>	

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

Date	Status Obj.1	Status Obj. 2	Status Obj. 3	Comments

<p><b>[1] Evaluation</b>  <b>S</b> Student's Daily Work  <b>D</b> Documented Observation  <b>R</b> Rating Scale  <b>T</b> Standardized Test (specify)  <b>O</b> Other (specify above)</p>	<p><b><sup>2</sup> Criterion</b>  _____ % Accuracy  ___ of ___ Rate (cpm)  _____ Achievement Level  Other (specify above)</p>	<p><b><sup>3</sup> Schedule for Evaluation:</b>  <b>W – Weekly;</b>  <b>D – Daily;</b>  <b>M- Monthly;</b>  <b>Q – Quarterly grading</b>  <b>O – Other (specify)</b></p>	<p><b><sup>4</sup> Status of Progress on Objectives</b>  <b>1</b> Achieved/Maintained  <b>2</b> Progressing at a rate sufficient to meet the annual goal for this objective  <b>3</b> Progressing below a rate sufficient to meet the annual goal for this objective (explain above)  <b>4</b> Not applicable during this reporting period  <b>5</b> Other (specify above)</p>
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Position(s) responsible for <u>implementing</u> goal activities (check all that apply):		
<b>Special Education Teacher</b>  School Social Worker	Teacher Consultant Occupational Therapist	Speech and Language Provider Physical Therapist
Other:		
Position(s) responsible for <u>reporting progress</u> on goal: <b>Special Education Teacher</b>		

**Section 4: Goal 2  
Goals and Objectives/Benchmarks**

<b>Instructional Area of Need (from PLAAFP)</b> —List the appropriate content area (e.g., strand/domain): <b>Writing- Written Expression</b>
<b>Michigan Content Expectations Upon Which Goal Will Be Based</b> —List the appropriate GLCE, EGLCE, HSCE, EHSCE, or Early Childhood Standards of Quality for Pre-kindergarten or K-12:  <u>CCSS.ELA-LITERACY.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>Baseline Data</b> Tony is currently writing at a <b>1.1 grade level equivalency</b> on the <b>Writing Subtest of the STAR Test.</b>
<b>Annual Goal 2 (from PLAAFP)</b> By May 31, 2017, when given a topic, Tony will use complete sentences with 80% accuracy in 4/5 trials as measured by daily writing assignments.

<b>Short Term Objectives (At least two per goal)</b>	<b><sup>1</sup> Evaluation</b>	<b><sup>2</sup> Criteria</b>	<b><sup>3</sup> Schedule for Evaluation</b>
1. By January 31, 2017, when given a topic, Tony will use complete sentences with 75% accuracy in 3/4 trials as measured by teacher observation and documentation.	Daily writing assignments	75% accuracy in 3/4 trials	Bi-weekly
2. By May 31, 2017, when given a topic, Tony will use complete sentences with 80% accuracy in 4/5 trials as measured by teacher observation and documentation.	Daily writing assignments	80% accuracy in 4/5 trials	Bi-weekly

<p><b>[1] Evaluation</b>  <b>S</b> Student's Daily Work  <b>D</b> Documented Observation  <b>R</b> Rating Scale  <b>T</b> Standardized Test (specify)  <b>O</b> Other (specify above)</p>	<p><b><sup>2</sup> Criterion</b>  _____ % Accuracy  _____ of ___ Rate (cpm)  _____ Achievement Level  Other (specify above)</p>	<p><b><sup>3</sup> Schedule for Evaluation:</b>  <b>W – Weekly;</b>  <b>D – Daily;</b>  <b>M- Monthly;</b>  <b>Q – Quarterly grading</b>  <b>O – Other (specify)</b></p>
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**Status of Objectives (update on progress monitoring at designated times)**

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

Position(s) responsible for <u>implementing</u> goal activities (check all that apply):		
<p><b>Special Education Teacher</b>  School Social Worker</p>	<p>Teacher Consultant  Occupational Therapist</p>	<p>Speech and Language Provider  Physical Therapist</p>
Other:		
Position(s) responsible for <u>reporting progress</u> on goal: <b>Special Education Teacher</b>		

**Section 4: Goal 3  
Goals and Objectives/Benchmarks**

<p><b>Instructional Area of Need (from PLAAFP)</b>—List the appropriate content area (e.g., strand/domain):  <b>Mathematics- Math Problem Solving</b></p>
<p><b>Michigan Content Expectations Upon Which Goal Will Be Based</b>—List the appropriate GLCE, EGLCE, HSCE, EHSCE, or Early Childhood Standards of Quality for Pre-kindergarten or K-12:  CCSS.MATH.CONTENT.2.OA.B.2  Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
<p><b>Baseline Data</b>  The student is currently <b>at frustration level (0-49%)</b> in the <b>CTBS- subtraction 1, 2, and 3 digit numbers.</b></p>
<p><b>Annual Goal 3 (from PLAAFP)</b>  By May 31st, 2017, the student will subtract within 20 using mental strategies with 90% accuracy in 4/ 5 trials when asked by the teacher and the teacher will record their observation.</p>



<p>[By the date/end of ____, the student will be able to ... (behavior) at ... (criteria) ... on ... (assessment/evaluation task)]</p> <p><b>Short Term Objectives (At least two per goal)</b></p>	<sup>1</sup> <b>Evaluation</b>	<sup>2</sup> <b>Criteria</b>	<sup>3</sup> <b>Schedule for Evaluation</b>
<p>1. By January 31st, 2017, the student will subtract within 10 using mental strategies with 90% accuracy in 4/ 5 trials when asked by the teacher and the teacher will record their observation.</p>	<p>Curriculum Assessment</p>	<p>90% accuracy in 4/ 5 trials</p>	<p>Weekly</p>
<p>2. By May 31st, 2017, the student will subtract within 20 using mental strategies with 90% accuracy in 4/ 5 trials when asked by the teacher and the teacher will record their observation.</p>	<p>Curriculum Assessment</p>	<p>90% accuracy in 4/ 5 trials</p>	<p>Weekly</p>
<p><b>[1] Evaluation</b>  <b>S</b> Student's Daily Work  <b>D</b> Documented Observation  <b>R</b> Rating Scale  <b>T</b> Standardized Test (specify)  <b>O</b> Other (specify above)</p>	<p><b><sup>2</sup> Criterion</b>  _____% Accuracy  ____of__ Rate (cpm)  ____ Achievement Level  Other (specify above)</p>	<p><b><sup>3</sup> Schedule for Evaluation:</b>  <b>W – Weekly;</b>  <b>D – Daily;</b>  <b>M- Monthly;</b>  <b>Q – Quarterly grading</b>  <b>O – Other (specify)</b></p>	

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

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

Position(s) responsible for <u>implementing</u> goal activities (check all that apply):		
<b>Special Education Teacher</b> School Social Worker	Teacher Consultant Occupational Therapist	Speech and Language Provider Physical Therapist
Other:		

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

**Section 4: Goal 4  
Goals and Objectives/Benchmarks**

**Instructional Area of Need (from PLAAFP)**—List the appropriate content area (e.g., strand/domain):  
**Socio-Emotional/Behavioral- Self-Regulation**

**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:

**None**

**Baseline Data**

Tony is currently at a percentile of 2 on the **Behavior Disorders Identification Scale (BDIS)**.

**Annual Goal 4 (from PLAAFP)**

By May 31, 2017, when feeling angry, Tony will breathe slowly and deeply, relax tense body areas, and ask calmly to be by himself for a few minutes if needed by following all 3 steps with 100% accuracy in 4/5 incidents.

Short Term Objectives (At least two per goal)	<sup>1</sup> Evaluation	<sup>2</sup> Criteria	<sup>3</sup> Schedule for Evaluation
1. By May 31, 2017, when feeling angry, Tony will breathe slowly and deeply with 100% accuracy in 4/5 incidents.	Points sheet for BIP	100% accuracy	Monthly
2. By May 31, 2017, when feeling angry, Tony will relax tense body areas with 100% accuracy in 4/5 incidents.	Points sheet for BIP	100% accuracy	Monthly
3. By May 31, 2017, when feeling angry, Tony will ask calmly to be by himself for a few minutes if needed with 100% accuracy in 4/5 incidents.	Point sheet for BIP	100% accuracy	Monthly
<b>[1] Evaluation</b> <b>S</b> Student's Daily Work <b>D</b> Documented Observation <b>R</b> Rating Scale <b>T</b> Standardized Test (specify) <b>O</b> Other (specify above)	<b><sup>2</sup> Criterion</b> _____ % Accuracy _____ of _____ Rate (cpm) _____ Achievement Level Other (specify above)		<b><sup>3</sup> Schedule for Evaluation:</b> <b>W – Weekly;</b> <b>D – Daily;</b> <b>M- Monthly;</b> <b>Q – Quarterly grading</b> <b>O – Other (specify)</b>

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

Date	<sup>4</sup> Status Obj.1	Status Obj. 2	Status Obj. 3	Comments

<b>[1] Evaluation</b> <b>S</b> Student's Daily Work <b>D</b> Documented Observation <b>R</b> Rating Scale <b>T</b> Standardized Test (specify) <b>O</b> Other (specify above)	<sup>2</sup> <b>Criterion</b> _____ % Accuracy _____ of _____ Rate (cpm) _____ Achievement Level Other (specify above)	<sup>3</sup> <b>Schedule for Evaluation:</b> <b>W – Weekly;</b> <b>D – Daily;</b> <b>M- Monthly;</b> <b>Q – Quarterly</b> <b>grading</b> <b>O – Other</b> <b>(specify)</b>	<sup>4</sup> <b>Status of Progress on Objectives</b> <b>1</b> Achieved/Maintained <b>2</b> Progressing at a rate sufficient to meet the annual goal for this objective <b>3</b> Progressing below a rate sufficient to meet the annual goal for this objective (explain above) <b>4</b> Not applicable during this reporting period <b>5</b> Other (specify above)
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Position(s) responsible for <u>implementing</u> goal activities (check all that apply):		
Special Education Teacher  <b>School Social Worker</b>	Teacher Consultant  Occupational Therapist	Speech and Language Provider  Physical Therapist
Other:		
Position(s) responsible for <u>reporting progress</u> on goal: <b>School Social Worker, Special Education Teacher</b>		

**Section 5: Supplementary Aids and Services**

Supplementary aids and services are provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved and progress in the general education curriculum and to participate in extra-curricular and other nonacademic activities.
- To be educated and participate in activities with other students with disabilities and nondisabled students.

Supplementary aids and services are needed at this time.		
Ongoing Instruction and Assessment Scheduling, Presentation, Response, etc.	Time/Frequency/Condition	Location
Use of breaks	2X a day, one in the morning and one in the afternoon	Resource Room
<b>Curriculum Supports and Adjustments</b> Directions, Grading, Handwriting, Assignments, Tests, Books, etc.	Time/Frequency/Condition	Location
Repeat/Rephrase Directions	All assignments: throughout the day	In the classroom
Visual supports	All assignments: throughout the day	In the classroom
Text to speech	Any assignment that is over a five sentences.	In the classroom
Tests read to student	All subjects	Resource Room
Speech to text	Any assignment over 5 sentences.	In the classroom
<b>Supports and Modifications to the Environment</b> Classroom Environment, Health-Related Needs, Physical Needs, Assistive Technology, Behavioral, Training Needs, Social Interaction Supports for the Student, etc.	Time/Frequency/Condition	Location
Behavior Intervention Plan in place	Ongoing	Throughout the day: classroom, resource room, cafeteria, recess
Alternative Location for tests	All tests	Resource Room
<b>Other Supports, Accommodations, and Modifications</b>	Time/Frequency/Condition	Location

All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP.		

Supplementary aids and services are not needed at this time.

<p><b>Least Restrictive Environment</b> 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: <i>When receiving specialized instruction in the resource room.</i></p>
<p>Tony becomes frustrated when given an assignment he does not like or when asked to read in front of the class. Tony needs to take tests free from distraction and away from peers. Tony needs to meet with a special education teacher to work on his behavior plan and learn to calm himself down when he is angry. He also responds well to positive reinforcement and will need breaks throughout the day to refocus.</p>
<p>Explain the extent, if any, to which the student will not participate with nondisabled students: .</p>
<p><i>When receiving specialized instruction in the resource room.</i></p>

**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).
<i>M-STEP, all content areas</i>	<i>Text-to-speech (items and passages)</i>
<i>M-STEP, all content areas</i>	<i>Time most beneficial to student</i>
<i>M-STEP, all content areas</i>	<i>Breaks as needed</i>

ALTERNATE ASSESSMENTS		
<p><b>Content Area</b> List the content area in which the student will be administered an alternate assessment.</p> <p><b>None</b></p>		
<p><b>Need for Alternate Assessment</b> State why the student cannot participate in the general education assessment.</p>	<p><b>Assessment</b> State the alternate assessment that will be used and explain why it is appropriate.</p>	<p><b>Accommodations</b> List the appropriate accommodation(s).</p>

**Section 7**  
**Special Education Services and Programs**

Related Service	Rule Number	Specific Amount of Time and Frequency	Location	Duration*	
Social Work Services	CFR § 300.34(c)(14)S	30 minutes 2 times a month	Social Work Office or Resource Room	06/01/2016- 05/31/2017	
Does the student have needs that require placement with a teacher with a particular endorsement? <b>Yes</b> No					
Program	Rule Number	Departmentalized	Specific Amount of Time and Frequency	Location	Duration*
Elementary Level Resource Program	340.1749a	<b>Yes</b> No	50 minutes 5 times a week	Resource Room	06/01/2016- 05/31/2017

\* 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.

**INSTRUCTIONAL TIME**

<b>General Education Instruction</b> (minutes/hours per week)	<b>(+) Special Education Instruction</b> (minutes/hours per week)	<b>(=) Total</b> (minutes/hours per week)
1725 minutes	+ 250 minutes	= 1975 minutes/ 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**