

# INDIVIDUALIZED EDUCATION PROGRAM (IEP) COVER PAGE

Student Name Ricky Harris Date \_\_\_\_\_ Page 1 of 7

Student ID Number 7812 Grade 6

DOB \_\_\_\_\_ Age\* 11 Disability (ies) (if identified) Specific Learning Disability

Parent/Guardian Name Mrs. Jean Harris Home Address: 1010 Elmwood, Grandview 20002-3333

Phone # (H) 211-694-9-3003 Phone # (W) (\_\_\_\_)

Most recent eligibility date.....     /    /    

Most recent re-evaluation date .....     /    /    

Next re-evaluation must occur before this date .....     /    /    

Date of IEP meeting.....     /    /    

This IEP will be reviewed no later than this date.....     /    /    

Date parent notified of IEP meeting.....     /    /    

Date student notified of IEP meeting (if transition will be discussed).....     /    /    

Copy of IEP given to parent/student by (Name) Mrs. Jean Harris On (Date) \_\_\_\_\_

IEP Teacher/Manager Elizabeth Parker Phone Number (211) 694-9897

## PARTICIPANTS INVOLVED:

The list below indicates that the individual participated in the development of this IEP and the placement decision; it does not authorize consent. Parent or student (age 18 or older) consent is indicated on the "Prior Notice/Consent" page.

NAME OF PARTICIPANT	POSITION	DATE
Janet Hardy	Sp. Ed. Teacher/IEP manager	
Joanne Black	Classroom teacher	
Roberta Carr	School District Representative	
<u>Mrs. Jean Harris</u>	<u>Mother</u>	

## Parental Consent please check the appropriate boxes and sign.

- I received a NOTICE OF PROCEDURAL SAFEGUARDS
- I have had the opportunity to help develop this IEP.
- I agree with the goals and objectives of this IEP.
- I agree with** the placement and service recommendations
- I do not agree** with the placement and service recommendations.\

Mrs. Jean Harris date \_\_\_\_\_

signature of parent/ guardian/surrogate/student

\*The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age

18 and be provided with an explanation of those procedural safeguards .

Date informed \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)  
SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT**

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**Integration: Amount of time student participates in general education program 80 %**

**Least Restrictive Environment (LRE)**

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student’s placement should be as close as possible to the child’s home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

**Free Appropriate Public Education (FAPE)**

When discussing FAPE for this student, it is important for the IEP team to remember that FAPE may include, as appropriate:

- Educational Programs and Services
- Proper Functioning of Hearing Aids
- Assistive Technology
- Transportation
- Nonacademic and Extracurricular Services and Activities
- Physical Education
- Extended School Year Services
- Length of School Day

**SERVICES:** Identify the service(s), including frequency, duration and location, that will be provided to or on behalf of the student in order for the student to receive a free appropriate public education (see above). These services are the special education services and as necessary, the related services, supplementary aids and services, assistive technology, supports for personnel, accommodations and/or modifications\* and extended school year services\* the student will receive that will address area(s) of need as identified by the IEP team. Address any needed transportation and physical education services including accommodations and/or modifications.

<b>Service(s)</b>	<b>Frequency</b>	<b>Location</b>	<b>Duration m/d/y to m/d/y</b>
Resource	5 times a week @ 45 min/day	Sp. Ed. resource classroom	

\*These services are listed on the “Accommodations/Modifications” page and “Extended School Year Services” page, as needed.

## FACTORS FOR IEP TEAM CONSIDERATION

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During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Level of Educational Performance)

**1. The strengths of the student and the concerns of the parents for enhancing the education of their child;**

Ricky has above average intelligence, loves math and science. He is a good athlete and enjoys playing on a variety of sports teams. Ricky has excellent classroom behavior, is organized and attentive.

Reading and writing are well below grade level and Mrs. Harris has expressed concern about Ricky being able to do well in a regular Social Studies class. She is also very concerned that his reading and writing are not as improved as she had hoped they would be.

**2. The results of the initial evaluation or most recent evaluation of the student including state and district-wide assessments:**

**3. The communication needs of the student;**

None

**4. The student's assistive technology devices and services needs;**

None

5. In the case of a **student whose behavior impedes his or her learning or that of others**, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior:

Ricky has no problems in this area.

6. In the case of a **student with limited English proficiency**, consider the language needs of the child as such needs relate to the child's IEP:

Not applicable

7. In the case of a **student who is blind or has a visual impairment**, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student:

Not applicable

8. In the case of a **student who is deaf or hard of hearing**, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student'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.

Not applicable

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

## PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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The Present Level of Educational Performance describes the effect of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic areas (reading, math, communication, etc.) and non-academic areas (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

### **Strengths/Interest/Learning Preference:**

Ricky has strong interests in Math and Science. In both these subject areas he is on grade level. He also greatly enjoys sports at which he is very good.

### **Pre-academic/Academic/Functional Skills:**

Ricky is a 6<sup>th</sup> grader with reading and written language skills 3 years below grade placement.

He has poor decoding and fluency skills. He spells at levels consistent with the end of 3<sup>rd</sup> grade. He also demonstrates poor spelling patterns. On the Woodcock-Johnson and WI SC he showed a 17 point discrepancy in reading and a 19 point discrepancy in written language.

### **Communication Development:**

Oral communication development is appropriate for his age. There are no problems in this area.

### **Motor Development:**

Gross: Are excellent and mildly advanced for his age.

Fine: While Ricky's fine motor skills are appropriate for his age there is some difficulty with his handwriting.

### **Health**

Excellent

### **Pre-vocational/ Vocational skills:**

NA

### **Self-Help**

Appropriate for his age.

### **Areas of educational need to be addressed in goals and objectives:**

reading and written language

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)  
MEASURABLE ANNUAL GOALS**

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Student ID Number 7812

Area of Need Reading

**# 1 MEASURABLE ANNUAL GOAL:**

Ricky will demonstrate and increase his reading skills by 1.5 grade levels.

How will progress toward this annual goal be measured? (check all that apply)

- Classroom Participation
- Checklist
- Class work
- Criterion-referenced test: \_\_\_\_\_
- Homework
- Norm-referenced test: \_\_\_\_\_
- Observation
- Special Projects
- Tests and Quizzes
- Written Reports
- Other (list): \_\_\_\_\_

Date of Progress Report

m/d/y \_\_\_\_\_

Progress code (see code below) \_\_\_\_\_

Progress on this goal will be reported at the end of each marking period and at the interim for each marking period using the following codes:

**SP** – The student is making **Sufficient Progress** to achieve this annual goal within the duration of this IEP

**ES** – The student demonstrates **Emerging Skill** but may not achieve this goal within the duration of this IEP

**IP** – The student has demonstrated **Insufficient Progress** to meet this annual goal and may not achieve this goal within the duration of this IEP

**NI** – The student has **Not been provided Instruction** on this goal

**M** – The student has **Mastered** this annual goal

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)  
MEASURABLE ANNUAL GOALS**

Student Name Ricky Harris Date \_\_\_\_\_

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Student ID Number 7812

Area of Need Written Language

**# 2 MEASURABLE ANNUAL GOAL:**

Ricky will improve his written language by 1.5 grade levels.

How will progress toward this annual goal be measured? (check all that apply)

- Classroom Participation
- Checklist
- Class work
- Criterion-referenced test: \_\_\_\_\_
- Homework
- Norm-referenced test: \_\_\_\_\_
- Observation
- Special Projects
- Tests and Quizzes
- Written Reports
- Other (list): \_\_\_\_\_

Date of Progress Report

m/d/y \_\_\_\_\_

Progress code (see below)  
\_\_\_\_\_

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**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

**SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT, Continued**

**ACCOMMODATIONS/MODIFICATIONS**

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This student will be provided access to general education classes, special education classes, other school services and activities including nonacademic activities and extracurricular activities, and education related settings:

with no accommodations/modifications

with the following accommodations/modifications

Accommodations/modifications provided as part of the instructional and testing/assessment process will allow the student equal opportunity to access the curriculum and demonstrate achievement. Accommodations/modifications also provide access to nonacademic and extracurricular activities and educationally related settings. Accommodations/modifications based solely on the potential to enhance performance beyond providing equal access are inappropriate.

Accommodations may be in, but not limited to, the areas of time, scheduling, setting, presentation and response. The impact of any modifications listed should be discussed, including the earning of credits for graduation.

**ACCOMMODATIONS/MODIFICATIONS** (list, as appropriate)

<b>Accommodation(s)/Modification(s)</b>	<b>Frequency</b>	<b>Location</b>	<b>Duration</b>
Preferential Seating	All day	Gen Ed/Sp Ed	All year
Extended time on tests and quizzes	All day	Gen Ed/Sp Ed	All year
Assistance with directions	All day	Gen Ed/Sp Ed	All year
Tests and quizzes will be read aloud	All day	Gen Ed/Sp Ed	All Year
Will not be called on to read aloud in class	All day	Gen Ed	All year