**Resource L: Harrison’s IEP**

# Individualized Education Program (IEP)

State of North America

Awesome School District

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

(555)-555-5555

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Parent 1: | Mr. Bennett Reed | | | Parent | | | Surrogate | Guardian |
| Address (if different): | |  | | E-mail: | | BReed@fakemail.com | | |
| Telephone (Home): | 555-555-5556 | | (Work) | 555-555-5557 | (Cell) | | 555-555-5558 | |
| Parent 2: |  | | | Parent | | | Surrogate | Guardian |
| Address (if different): | |  | | E-mail: | |  | | |
| Telephone (Home): |  | | (Work) |  | (Cell) | |  | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **IEP Status:** | | | |  | | **Temporary Placement** | |
| Meeting Date | 9/22/XX | Most Recent Evaluation Summary Report Date | 3/4/19 | |  | Agency Representative: |  |
| IEP Initiation Date | 9/22/17 | IEP Revision Date | 9/21/xx | |  | Parent: |  |
| IEP End date | 9/21/21 | IEP Revision Date |  | |  | Date: |  |
| *Unless revised, the IEP is in effect for the school year,to include students eligible for longer school years because of disability classfication* | | | | |  | *Within 60 days, an IEP meeting must be held* | |

|  |  |  |
| --- | --- | --- |
| **Meeting Participants:** | | |
| **Role** | **Name** | **Signature** |
| Parent 1 | Bennett Reed |  |
| Parent 2 |  |  |
| Student | Harrison Reed |  |
| General Ed. Teacher | Marie Schrader |  |
| Special Ed. Teacher | Skylar White |  |
| Administrator/Designee | Jesse Pinkman |  |
| School Psychologist | Saul Goodman |  |
| Speech Pathologist | Laura Smith |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Harrison Reed | Date | 09/22/XX |

**Data Considerations**

|  |  |  |
| --- | --- | --- |
|  | What are the student’s strengths?  Harrison is a friendly and social student and appreciates individualized attention and patience. His hobbies include video games, drawing, and sports. Harrison does not exhibit behaviors that interfere with his progress; however, he doesn’t like when his challenges are a focal point. He gets along well with his peers and his teachers. Harrison does well in math but struggles in reading. Harrison receives specialized reading instruction, which focuses on complex language and multiple-step directions in the resource room for 40 minutes each day. | |
|  | What are the educational concerns of the parent (or student, if appropriate)?  The parent is concerned about Harrison’s reading progress. | |
|  | What multiple data sources (including district or statewide assessments) are being used to create the IEP?  Curriculum and Learning Environment:   * Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency assessment indicates that Harrison has met standards through third grade for reading fluency and comprehension. Harrison reads a fifth-grade-level passage at 52 words correct per minute with 74% accuracy. When tested on other grade-level passages, his reading matched the oral reading fluency benchmarks for words correct per minute and accuracy at the beginning third-grade level. * Lexile Level = (third grade) 600L * WJ-IV Test of Achievement = The WJ-IV is an individually administered, broad-based, nationally normed achievement test. It provides information about reading, math, and written language.   Reading 73 Low  Broad Reading 72 Low  Basic Reading Skills 72 Low  Reading Comprehension 70 Low  Reading Fluency 74 Low  Mathematics 128 Above Average  Broad Mathematics 127 Above Average  Math Problem Solving 120 Above Average  Math Calculation Skills 125 Above Average  Written Language 86 Average  Broad Written Language 90 Average  Written Expression 89 Average  *\*\*Scores are reported as standard scores with a mean of 100 and standard deviation of 15. Scores between 85 and 115 are considered average.*  Social or Emotional Behavior:   * Harrison is friendly and social as long as he feels his challenges are not a focal point and appreciates individualized attention and patience. | |
|  | How are extracurricular and non-academic areas affected by the student’s disability?   * N/A | |
| **Other Factors to Consider:**  IEP team must consider each of the factors.  If a need is identified, check “yes” and address in the IEP. | | |
| **Yes** | No |  |
|  |  | Communication needs of the student |
|  |  | Braille instruction for students who are blind or visually impaired |
|  |  | Communication and language needs for students who are deaf/hard of hearing |
|  |  | Language needs for students with limited English proficiency |
|  |  | Positive behavior interventions, supports, and strategies for students whose behavior impedes learning |
|  |  | Need for assistive technology devices or services |

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Harrison Reed | Date: | 09/22/XX |

**Needs and Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| IEP team must consider each of the following when determining the needs to be addressed within the IEP:   * + *How is the student progressing in the general education curriculum (on grade level)?*   + *How does the child’s disability affect progress in the general education curriculum?*   + *What are the child’s other educational needs that result from the child’s disability (e.g., organizational skills, self-care, fine/gross motor)?* | | | | | |
| **Unique Educational Needs and Characteristics** | | ***A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel.*** | | | |
| Harrison is below grade level (fifth-grade level) in processing complex language and multiple-step directions. | | Harrison requires small group instruction in reading to make gains in the general education classroom. Harrison benefits from repetitive practice daily to retain skills. Harrison will receive 40 minutes of daily special education support to address his deficits in reading. | | | |
|  | |  | | | |
| **Specially Designed Instruction** | **Initiation** | | **Frequency** | **Duration** | **Location** |
| Small Group Reading Instruction | September | | Daily | 40 minutes | General Education Classroom |
| **Supplementary Aids and Services** | **Initiation** | | **Frequency** | **Duration** | **Location** |
| N/A |  | |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Accommodations and Modifications** | **Start Date** | **Frequency** | **Location** |
| Use an alarm to help with time management | September | Daily | General Education Classroom |
| See an outline of a lesson | September | Daily | General Education Classroom |
| Use visual presentations of verbal material such as word webs | September | Daily | General Education Classroom |
| Mark texts with a highlighter | September | Daily | General Education Classroom |
| Give responses in a form (spoken or written) that is easier for the student | September | Daily | General Education Classroom |
| Take more time to complete a project | September | Daily | General Education Classroom |
| Listen to audio recordings instead of reading text | September | Daily | General Education Classroom |
| Have a “designated reader”— someone who reads test questions aloud to students | September | During Assessments | General Education Classroom |
| Take a test in a small group setting | September | During Assessments | General Education Classroom |
| Take more time to complete a task or a test | September | During Assessments | General Education Classroom |

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Harrison Reed | Date: | 09/22/XX |

**Annual Goals**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Short-Term Objectives or Benchmarks** | **Progress** | | | **Date:** |
| 1. While reading a passage, Harrison will use decoding and word recognition skills, 4/5 times with 80% accuracy. 2. After reading a short passage, Harrison will use text information and prior knowledge to make predictions, 4/5 times with 80% accuracy. 3. After reading a short passage, Harrison will predict outcomes, 4/5 times with 90% accuracy. 4. After silently reading a passage, Harrison will determine cause and effect using the information derived from the test, 4/5 times with 80% accuracy. 5. After silently reading a passage, Harrison will use context and semantic clues to answer comprehension questions, 4/5 times with 80% accuracy. 6. After reading a short passage, Harrison will use implied meaning to answer comprehension questions, 4/5 times with 80% accuracy. 7. After reading various imaginative forms of literature, Harrison will be able to identify and describe the structural differences of written forms, 4/5 times with 80% accuracy. 8. After reading a short passage and answering comprehension questions, Harrison will locate, in text, information to support answers, 4/5 times with 90% accuracy. | *Progress reports will be provided — 9 weeks* | | | |
| M S N | | | |
| **Optional Narrative:** | | | |
|  |  | |
|  |  | | | |
|  |  | | | |
|  |  |  | |  |
|  |
|  |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Name: | Harrison Reed | Date: | 09/22/XX |

**Additional Considerations**

|  |  |  |  |
| --- | --- | --- | --- |
| **Transportation** | | | |
| Special transportation needs?  If yes, specify: | | YES | NO |
| Is it necessary to place this student, who is transported from the school by bus, into the charge of a parent or other authorized responsible person? If yes, Transportation Department will be notified by: | | YES | NO |
|  | | | |
| **Participation in Statewide Assessment** | | | |
|  | Student will participate in regular testing conditions without accommodations unless one of the below is checked. | | |
|  | Student participates with accommodations as described in the Accommodations Section. | | |
|  | Student is included in Alternate Assessment. | | |
|  | | | |
| **Discipline** | | | |
| The student will adhere to School Code of Conduct.  (Check below if any of the following are needed): | | | |
|  | Interventions and supports are described under services/supports and/or in goals. | | |
|  | Behavior intervention and support plan (see attached). | | |
|  | Other: | | |
|  | | | |
| **Consideration of Eligibility for Extended School Year Services (ESY)** | | | |
| IEP team must consider each of the following factors: | | | |
| * Regression/Recoupment | | * Vocational Skills | * Degree of Impairment |
|  | * Breakthrough Skills | * Extenuating Circumstances | |
| **Is ESY needed?** | | | |
| Yes | | No | To Be Determined |
| ESY offered but declined by parent | | | |
| Rationale for decision: | | | |
| Specify goals and services: | | | |
| See attached page (if needed) | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Harrison Reed | Date: | 09/22/xx |

|  |  |  |
| --- | --- | --- |
| **Least Restrictive Environment/Placement** | | |
| Use the option below to determine the appropriate setting. | | |
|  | A. | **Regular Setting** Includes pull-out-related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day. |
|  | B. | **Services Provided Both in Separate Special Education Classes and Regular Setting** Student served inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day. |
|  | C. | **Separate Special Education in an Integrated Setting** Student served inside the regular classroom less than 40% of the day. |
|  | D. | **Separate School** Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility. |
|  | E. | **Residential Facility** Where student resides during the school week. |
|  | F. | **Homebound or Hospital** |
|  | G. | **Correctional Facilities** (only used by DSCYF and Prison Education) Students placed in short-term detention or correctional facilities. |
| Explain why the option selected is the most appropriate as the least restrictive environment. If a setting other than A is chosen, describe the other options considered and provide reasons these options were not selected. | | |
| Harrison participates in the general education curriculum inside a general education classroom with special education support. A special education teacher team teaches with a general education teacher in Harrison’s English language arts, reading, and mathematics courses. A special education teacher consults with the science, social studies, and elective course teachers. | | |
|  | | |
| **Student Parent Signatures** | | |
| Yes | No | I acknowledge that I have received a copy of the Procedural Safeguards. My due process rights under those Procedural Safeguards have been explained to me. |
| Yes | No | I agree with the program described in this document. |
| Yes | No | I agree with the placement decision as noted above and discussed at this meeting. |
|  | | |
|  | | |
|  | | |
| Parent/Guardian/Surrogate/Student Signature Date | | |
|  | | |
|  | | |
|  | | |
| Parent/Guardian/Surrogate/Student Signature Date | | |
|  | | |
| **If Parent Does Not Attend** | | |
| Staff member below is responsible for forwarding a copy of the IEP and Procedural Safeguards and explaining content, if necessary, to the parent. | | |
|  | | |
| Name       Position       Method of Contact  \*\*Note: This IEP template has been adapted from Dr. Sarah Powell’s IEP template. | | |