

Individualized Education Program (IEP)

School District 61 • 1111 11th Street • Greeley, CO 80631

Annual Meeting Date 10/24/19

Case Manager

Next Annual Review 10/24/20

Next 3-year Re-evaluation 12/07/20

Effective Revision Date

Student Name: [REDACTED]

Date of Birth 04/12/05

Disability Category Specific Learning Disability

Child Count # 1241629

School or Program

Grade Assigned 09

Parent: [REDACTED]

Telephone

Address

Initiation and Duration of IEP:

11/18/19 to 06/12/20

08/31/20 to 11/17/20

Initiation and Duration of Extended Year Services:

to

**Including individuals for Part C Early Intervention or Post-Secondary Transition Planning*

Individualized Education Program (IEP) Present Levels of Educational and Functional Performance

This section provides a concise overview of [REDACTED] current skills and serves as the basis of [REDACTED] program for the upcoming year. Describe **present levels of educational performance including functional performance, abilities, acquired skills and strengths relative to standards and/or grade level expectations**. Briefly highlight how the disability affects [REDACTED] involvement and progress in the general curriculum or, for preschool children, participation in age appropriate activities. As appropriate, address the following areas.

[REDACTED]

Disability/Impact on Student Learning: *(Identify the disability and areas of impact, e.g., academic, social-emotional, behavioral)*

[REDACTED] is a ninth-grader on Chittenden core at [REDACTED] High School. She is eligible for special education services as a student with a Specific Learning Disability in Math Reasoning and Reading Comprehension.

[REDACTED]'s most recent triennial re-evaluation found that [REDACTED] has cognitive weaknesses in the areas of verbal reasoning/auditory processing and both short term and long term memory. Weaknesses in these areas can impact a student's ability to comprehend language vocabulary, retrieve or recall information and following multi-step instructions.

Academic areas of impact are seen in both math and writing.

Math: [REDACTED] can have difficulty with the vocabulary of math and understanding/applying math concepts. She can struggle to maintain place value when calculating, recalling math facts and procedures, and extracting the information to be used in word problems.

[REDACTED]

[REDACTED]

[REDACTED]

Writing: [REDACTED] can struggle with limited descriptors, word usage and grammar rules. Additionally, it can be difficult for her to maintain a train of thought while writing, generate ideas and access the words that she wants to use.

[REDACTED]

[REDACTED]

[REDACTED]

Student Strengths: *(Academic, social-emotional, personal interests, perceptual-motor, communication, environment)*

Cognitive strengths:

Processing Speed: Ability to efficiently scan text and respond with fine motor operation
Perceptual speed-related to orthographic processing, or the ability to efficiently process visual symbols.

[REDACTED] has a strong ability to think with visual information. She is attentive to visual information and is able to reason how pieces connect together to make a whole. Showing her how things work, providing a context for her learning, and minimizing the amount of auditory information used in explanations will be helpful.

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED] can process information efficiently
- [REDACTED] can quickly perceive relationships among parts
- [REDACTED] written expression and academic fluency are strengths within her academic profile.

Other

[REDACTED] uses class time well and teachers note that she is consistently a very positive influence in the classroom.
[REDACTED] plays varsity volleyball at CVUHS.

Student Needs: *(Academic, social-emotional, personal interests, perceptual-motor, communication, environment)*

Math: [REDACTED] is enrolled in a general education math placement (Math I) that is co-taught with a special educator. She shows strong student traits in class - she takes detailed notes, comes prepared with homework done, and asks questions of the teachers during class. [REDACTED] reports that math is going better for her now than it has in the past. [REDACTED] benefits from the lower student/teacher ratio in the co-taught classroom.

Writing: has shown that she is near or at proficiency on the classroom writing targets. She benefits from support with editing for GUM, particularly with end punctuation.

Reading: DRP (Fall 2019) shows that is reading and comprehending on grade level.

Executive Functioning/Other: Teachers note that ' s participation in class is higher when she comes to class prepared. Overall has good executive functioning skills; she struggled a little bit with early dismissals for volleyball in the fall but makes use of connect time and emails with teachers to get caught up. She uses work time in class well and can work independently and in a self-directed manner for sustained periods of time.

Medical: (*Health, vision, hearing, or other medical issues*)

report that was born addicted to pain killers. She spent much of her first few months in the hospital.

Other Considerations: (*Areas to consider that could enhance child's education: safety/health, future, additional student or family input, mobility, transportation, disability awareness, self-advocacy needs*)

has a complicated family history which can be stressful at times.

| Review Dates | 1 1/20 | 2 3/20 | 3 6/20 | 4 10/20 |
|--------------|-----------|-----------|-----------|------------|
| | 5 | 6 | 7 | 8 |

Individualized Education Program

Present Level of Performance Area: Math Reasoning

Standardized Test Results:

The WJ-IV Math Calculation, Math Reasoning and Math Fluency tests were also administered in order to gain a sense of [redacted]'s overall math ability. While she appears to have a slightly higher score in math calculation, her math reasoning is in the lowest 15th %ile.

Math Calculation SS=88

Applied Problem SS=83

Math Fluency SS=88

SBAC Spring 2018 2473-1 (substantially below proficient)

Current Classroom Level of Educational Performance:

- [redacted] is enrolled in a general education Math I class that is co-taught with a special educator.

She is at or near proficiency on all of the targets introduced to this point in the year.

Current Classroom Level of Functional Performance:

[redacted] exhibits strong student traits in the classroom. She takes good notes, asks questions, makes use of private reasoning time, and has a high rate of homework completion.

Grade Expectation for Educational/Functional Performance:

CVSD Math: I can evaluate expressions involving exponents and solve multi-step equations including those with multiple or no solutions.

CVSD Math: I can solve a system of equations algebraically.

CVSD Math: I can model linear relationships using all three of the following: tables, graphs and equations.

CC.8.G.6 - Understand and apply the Pythagorean Theorem. Explain a proof of the Pythagorean Theorem and its converse.

Measurable Annual Goals, Short-term Objectives,
Benchmarks, Evaluation Procedures and Personnel Responsible

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

Goal 1

When given direct instruction in linear representations(table, graph, equations/rule, and word problems/stories), [redacted] will demonstrate an ability to produce all four representations in a variety of different situations and write three observations that connect the representations by October 2020.

Objective 1

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

When given a variety of linear tables, graphs, equations/rules, and word problems/stories, [redacted] will correctly sort the representations into groups based on slope and y-intercept and write three observations that connect those representations with 80% accuracy by January 2020.

Progress Code: A - Achieved goal/objective as written; S - Sufficient progress on objective is being made, likely to achieve goal; E - Emerging progress on objective, continuing to work towards goal; N - Objective/goal not yet introduced

R - Reintegration; ESY - Extended School Year; T - Transition

Objective 2

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

When given three out of the four linear representations (table, graph, equations/rule, and word problems/stories), will create the missing representation and write three observations that support her thinking using the idea of slope and y-intercept with 80% accuracy by March 2020.

Objective 3

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

When given two out of the four linear representations (table, graph, equations/rule, and word problems/stories), will create the missing representations and write three observations that support her thinking using the idea of slope and y-intercept with 80% accuracy by June 2020.

Objective 4

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

When given one out of the four linear representations (table, graph, equations/rule, and word problems/stories), will create the missing representations and write three observations that support his thinking using the idea of slope and y-intercept with 80% accuracy by October 2020.

Goal 2

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Given a number line or other visual support, will demonstrate an ability to add, subtract, multiply and divide positive and negative integers with 90% accuracy by October 2020.

Objective 1

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Given a number line or other visual support, will demonstrate an ability to add and subtract positive and negative integers with 90% accuracy by October 2020.

Objective 2

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Given a number line or other visual support, will demonstrate an ability to multiply and divide positive and negative integers with 90% accuracy by October 2020.

Progress Code: A - Achieved goal/objective as written; S - Sufficient progress on objective is being made, likely to achieve goal; E - Emerging progress on objective, continuing to work towards goal; N - Objective/goal not yet introduced

R - Reintegration; ESY - Extended School Year; T - Transition

Individualized Education Program
Special Education Services, Related Services, Consent to Bill Medicaid

Student Name: _____ Annual Meeting Date: 10/24/19

| Services | Personnel or Provider | Location | Duration | | Sess. | Freq. | Group Size | Mode | | |
|-----------------------------------|-----------------------|----------------------|----------|-----|--------|-----------|------------|------|--|--|
| From 11/18/19 to 05/28/20 | | 255 min. (4.25 hrs.) | | | | | | | | |
| Special Education Services | | | | | | | | | | |
| Instruction in Math | Special Educator | Classroom | 90 | 2.5 | Weekly | Co-Teach | D | | | |
| Instruction in Math | Special Educator | Quiet Area | 30 | 1 | Weekly | Sm. Group | D | | | |
| From 11/18/19 to 06/12/20 | | 30 min. (0.5 hrs.) | | | | | | | | |
| Special Education Services | | | | | | | | | | |
| Case Management | Special Educator | Office | 30 | 1 | Weekly | 1:1 | M | | | |
| From 08/31/20 to 11/17/20 | | 90 min. (1.5 hrs.) | | | | | | | | |
| Special Education Services | | | | | | | | | | |
| Instruction in Math | Special Educator | Quiet Area | 30 | 2 | Weekly | Sm. Group | D | | | |
| Case Management | Special Educator | Office | 30 | 1 | Weekly | 1:1 | M | | | |

Mode Key:

D: Direct (professional)

I: Indirect (e.g., para)

C: Consult

M: Case Management

A: Assessment

Annual Written Notification to Bill Medicaid

For parents/legal guardians who have signed a Release of Information form, the school district is authorized to bill Medicaid for the services listed in the Individual Education Plan (IEP) and to release necessary special education records to a physician/nurse practitioner in order for him/her to reach determination that the services are medically necessary and to individuals within the Agency of Education and the Agency of Human Services charged with processing Medicaid bills for IEP services that are also considered medical services under Vermont Medicaid rules. This consent will remain in effect until I revoke my consent or until the student reaches the age of 18 (after which the student must consent) or the student graduates. Refusal to consent does not affect the school district's responsibility to provide these services to my child at no cost to me. I understand that I may revoke this consent at any time; if I revoke this consent, it will apply to billing for services from that date forward.

**Individualized Education Program
Educational Environment/Placement, Accommodations/Modifications for Assessments**

Student Name: _____ **IEP Meeting Date:** 10/24/19

Description of _____'s educational environment/placement:

is currently participating in the regular educational classes with a co-teaching model in her math class, as well as small group pull out services for specialized math instruction.

If _____ cannot participate full-time with non-disabled children in the regular class, extracurricular or other non-academic activities, explain why full participation is not possible:

NA

The general characteristics of _____ educational environment/placement:

Age 6-21: Inside Regular Class at least 80% of time

Identify the program modifications or supports that will be provided for school personnel to implement the Individualized Education Program:

NA

Other Options Considered (explain why they were not included):

NA

Individualized Education Program Accommodations, Modifications and Supplementary Aids

State-level assessment (please check appropriate box or boxes):

The team has determined that the student will be taking the on-level State assessment with no accommodations, modifications or supplementary aids.

The team has determined that the student will be taking the on-level State assessment with the approved accommodations, modifications or supplementary aids identified below.

The student's educational team has completed the required eligibility form(s) and has determined that the student will participate in the alternate assessment based on alternate achievement standards (AA-AAS). Check all that apply.

- English Language Arts (grades 3-9)
- Mathematics (grades 3-9)
- Science (grades 5, 8, 11)
- Physical Education (grades 4, 7, 9)
- English Language Proficiency Assessment (grades K-12)

Identify the accommodations, modifications, and supplementary aids and services needed to participate in national, district-wide and school assessments (NDS). Also identify other accommodations, modifications, or supplementary aids (such as extended time, assistive technology, peer tutors) and services needed for the student:

State Level Assessment Accommodations (SBAC, PSAT, PLAN, ACT, SAT, NECAP)

-Access to a four function calculator

Classroom Accommodations

Graphic organizers and frequent checks from her literature teacher to ensure high level reading comprehension.

Grace will have the opportunity to get feedback on GUM and edit final drafts of written work before assessment.

The IEP Team has determined that the student is eligible for the supports of Accessible Instructional Materials which have met the National Instructional Materials Accessibility Standards for print disabilities.

Accommodations**Testing**