

FAIRFIELD COUNTY SCHOOLS

Individual Education Program (IEP)

From: 01/22/2020 To: 01/22/2023
Annual

Student Information

<p>Review of IDEA Procedural Safeguards (to be completed before meeting)</p> <p>1. <input checked="" type="checkbox"/> a. I have been informed of and understand the rights of my child as a student with educational disabilities.</p> <p>OR</p> <p><input checked="" type="checkbox"/> b. I waive verbal explanations of procedural safeguards (if appropriate).</p> <p>2. <input type="checkbox"/> I have received a copy of the "Rights of Children With Disabilities and Parental Responsibilities". (required annually)</p> <p>3. <input type="checkbox"/> I certify that I am the legal parent(s)/guardian(s) of this child.</p> <p>4. <input checked="" type="checkbox"/> I waive the right of 10 day notice for this meeting (if appropriate).</p> <p>_____ Signature</p> <p>_____ Date</p>	Student: Williams (first)	Joshua (last)	Birthdate: 06/02/2008	Grade: 7	
	StudentID: 060208	Gender: M	Hispanic Ethnicity: No Race: White		
	School: Sample School				
	District: Fairfield County Schools				

Primary Disability: Other Health Impaired **Re-evaluation of Eligibility Date:** 01/22/2023
Secondary Disability: None

Medical Information: Josh is currently healthy and requires no medical services.

Current Descriptive Information

Describe the concerns of the parents regarding their student's education:

Josh's mother is most concerned that he does not have the focus and personal organization skills to be successful in the classroom. He also struggles with reading and has been diagnosed with dysgraphia. His mother reports that Josh is beginning to struggle with some anxiety and school-related stress that is beginning to impact his desire to come to school.

Describe how the student's disability affects involvement and progress in the general curriculum:

Josh is delayed in fluency, comprehension reading skills, writing, and fine motor skills. Although he has made progress, he is significantly behind his peers. Grade-appropriate vocabulary and his word-attack skills for unknown words impact his fluency rate and comprehension. This impacts his mastery of standards that require decoding, using multiple cues to read and comprehend text, and reading comprehension.

Present Levels of Performance

Levels of functioning, should when applicable, include norm referenced and/or criterion referenced data, as well as descriptive information of the student's deficit areas.

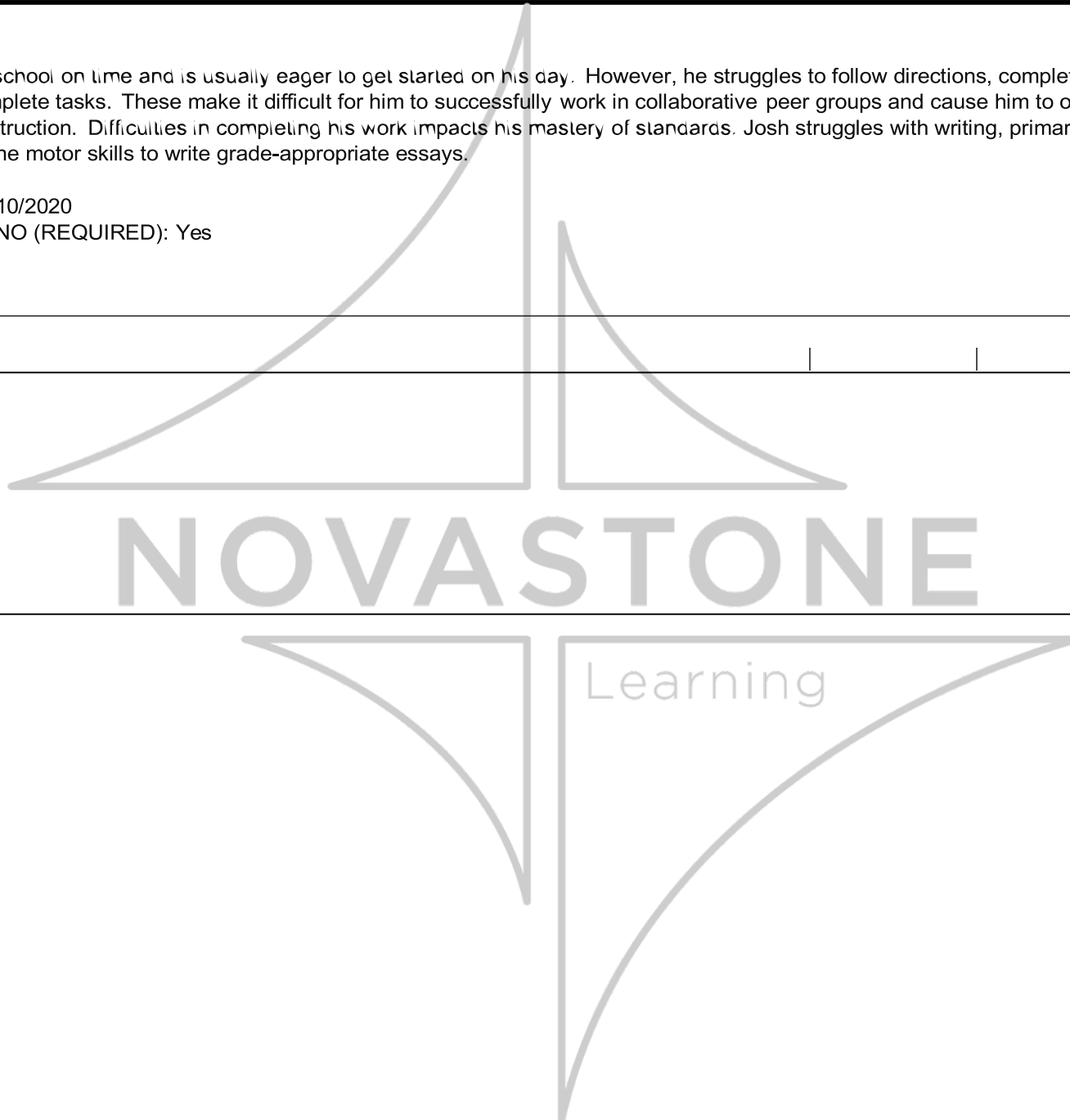
Source of Information	Area Assessed	Date	Exceptional Yes/No
7 th grade interim benchmark assessment.	Academics-Basic Reading Skills	01/10/2020	Yes
Present Level of Performance: Subtest: Josh scored a standard score >f 74 on the interim assessment which is significantly below average. He was able to identify common words and high frequency grade level words, particularly those related to his favorite hobbies. Identification of more complex words requiring him to use phonemic awareness strategies was a challenge, and he was unable to decode the words. These are the core focus skills of his general education and it is difficult for him to participate in the instruction as he is still working on these foundational reading skills. Josh's current basic reading skills have impacted his mastery of grade level reading standards. Date Administered: 01/10/2020 Std. Score: 74 * EXCEPTIONAL YES/NO (REQUIRED): Yes			

Source of Information	Area Assessed	Date	Exceptional Yes/No
Prevocational Checklist	Pre-vocational	01/10/2020	Yes
Present Level of Performance: Subtest:			

Josh usually arrives to school on time and is usually eager to get started on his day. However, he struggles to follow directions, complete work independently, and complete tasks. These make it difficult for him to successfully work in collaborative peer groups and cause him to often not complete his work within the core instruction. Difficulties in completing his work impacts his mastery of standards. Josh struggles with writing, primarily the function of writing and the use of fine motor skills to write grade-appropriate essays.

Date Administered: 01/10/2020

* EXCEPTIONAL YES/NO (REQUIRED): Yes



Consideration of Special Factors for IEP Development

Does the student have limited English proficiency? No
If yes, what is his/her primary mode of language? English

Is the student blind or visually impaired? No
If yes, does the student need instruction in Braille?

Does the student have communication needs? No
If yes, what are they? :N/A

Is the student deaf or hard of hearing? No
If yes, did the IEP Team consider:
a. the student's language and communication needs; N/A
b. opportunities for direct communications with peers and professional personnel in the student's language and communication mode; N/A
c. necessary opportunities for direct instruction in the student's language and communication mode? N/A

Is assistive technology necessary in order to implement the student's IEP? No
If yes, what is needed? N/A

Does the student's behavior impede his/her learning or that of others? No
If yes, the IEP Team has addressed the student's behavior in the following way(s):

- Functional Behavior Assessment
- Behavior Intervention Plan
- Goals and Objectives
- Other (write in) _____



Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities

Area of Need: Academics-Basic Reading Skills **Goal 1 of 6**
Personnel/Position Responsible: Special education and general education teacher
Annual Goal: Given grade-appropriate texts, Josh will comprehend a main idea with 85% accuracy on 4 consecutive weekly probes.

Area of Need: Academics-Basic Reading Skills **Goal 2 of 6**
Personnel/Position Responsible: Special education and general education teacher
Annual Goal: Given the high frequency grade level word list, Josh will be able to decode common sounds and read the words with 85% on 4 consecutive weekly probes.

Area of Need: Academics-Basic Reading Skills **Goal 3 of 6**
Personnel/Position Responsible: Special education and general education teacher
Annual Goal: Given high frequency reading assessments, Josh will read with grade level appropriate fluency with 85% accuracy on 4 consecutive school days.

Area of Need: Adaptive Behavior **Goal 4 of 6**
Personnel/Position Responsible: Special education and general education teacher
Annual Goal: Given a visual schedule and a timer, Josh will complete 4 of 5 assignments or tasks within the allotted time on 4 of 5 consecutive school days.

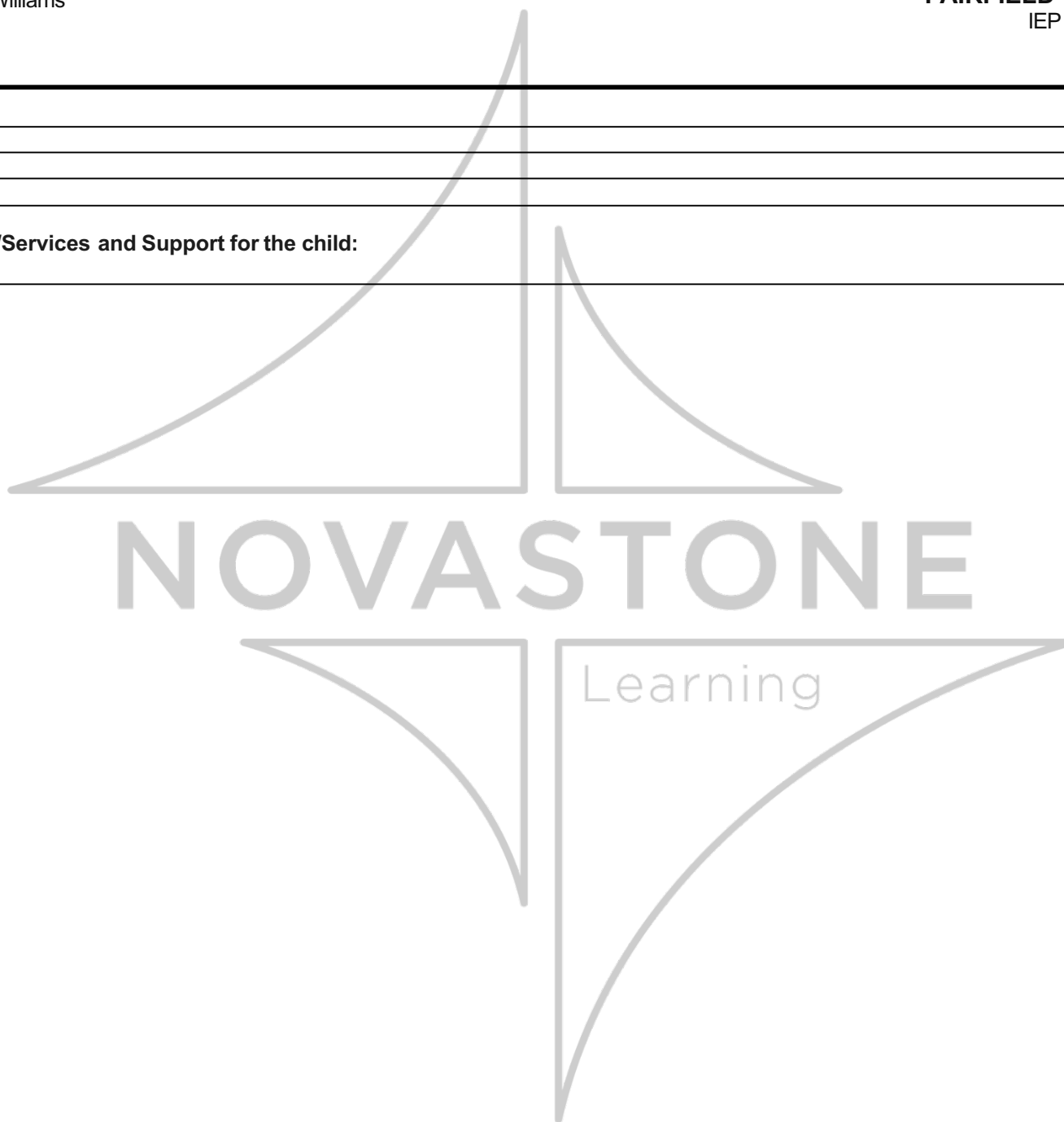
Area of Need: Adaptive Behavior **Goal 5 of 6**
Personnel/Position Responsible: Special education and general education teacher
Annual Goal: Given a writing prompt, Josh will use appropriate pencil grip and complete the writing tasks in 90% of the opportunities as measured by a 15 minute behavior observation sample for 4 consecutive samples within 3 weeks.

Program Modifications/Supports for School Personnel:

Train all adults who work with Josh on the use and implementation of his visual schedule and timer

Student Name: Joshua Williams
DOB: 06/02/2008

Supplementary Aids/Services and Support for the child:
NA



Program Participation

a. Reading

Classroom Accommodations:

•Assignments - Give directions in alternative format (written/picture/verbal, etc.).
•Assignments - Modify difficulty level of content.

•Assignments•.; Give directions in small, distinct steps.

b. English/Language Arts

Classroom Accommodations:

•Assignments - Give directions in alternative format (written/picture/verbal, etc.).
•Assignments - Modify difficulty level of content.

•Assignments - Give directions in small, distinct steps.

c. Spelling

Classroom Accommodations:

•Assignments - Give directions in alternative format (written/picture/verbal, etc.).
•Assignments - Modify difficulty level of content.

•Assignments - Give directions in small, distinct steps.

d. Writing: No Accommodation(s) Necessary

e. Math

Classroom Accommodations:

•Assignments - Give directions in alternative format (written/picture/verbal, etc.).
•Assignments - Modify difficulty level of content.

•Assignments - Give directions in small, distinct steps.

f. Science: No Accommodation(s) Necessary

g. Social Studies : No Accommodation(s) Necessary

State/District Mandated Tests

Student will participate in Ule following state/district mandated assessment(s):

Achievement

EOC

Gateway

Writing

TCAP Alternate Assessment (NCSC)

TCAP - English Linguistical.ly Simplified Assessment (ELSA)

English Language Development Assessment (ELDA)

ACT

EXPLORE

PLAN

District Assessment:

A. No Accommodations

B. Allowable Accommodations

C. Special Accommodations

D. ELL Accommodations

E. SAT 10 Accommodations

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Special Education and Related Services

Direct Special Education

Type of Service	Provider Title	Sessions Per	Time Per Session	Hours Per Week	Beginning-Ending Dates	Location of Services
Consultation	Special Education Teacher	3 Per week	15 min	45 mins	01/22/2020-01/21/2023	General Ed Setting

Total Special Ed Minutes by Date Range		
Begin Date	End Date	Minutes per Week
01/22/2020	01/21/2023	45

Note: Service Dates apply during the normal school year, not ESY, unless specified.

LRE and General Education

Explain the extent, if any, in which the student **will not** participate with non-disabled peers in:

1. the regular class: Josh is participating in the core instruction with his peers but also requires intervention in the areas of math and reading. This intervention will be in addition to the instruction in reading and math that he receives within the general education classroom.
2. extracurricular and nonacademic activities: Josh will participate fully.
3. and/or, his/her LEA Home School: Josh is attending his home school

Special Transportation

No Special Transportation.

Extended School Year

On 01/22/2014 the IEP Team determined that Extended School Year (ESY) is not required.

IEP Participants

The following individuals attended the IEP Team and participated in the development of this Individualized Education Program.

Position	Signature	In Agreement	Date
Parent		<input type="checkbox"/> Yes <input type="checkbox"/> No	
LEA Representative		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special Education Teacher		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Regular Education Teacher		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Interpreter of Evaluation Results		<input type="checkbox"/> Yes <input type="checkbox"/> No	



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Informed Parental Consent

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I certify that I am the legal parent(s)/guardian(s)/surrogate(s) of this child. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I have been informed of and understand my rights as a parent, and have received a copy of the notice of procedural safeguards. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I have been involved in the IEP Team meeting and/or the development of this IEP, and give permission for the proposed program described in this IEP for my child. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | My child and I have been informed of his/her right to represent himself/herself upon his/her eighteenth birthday. (Note: This information must be provided beginning at least one year prior to the student's 18th birthday.) |

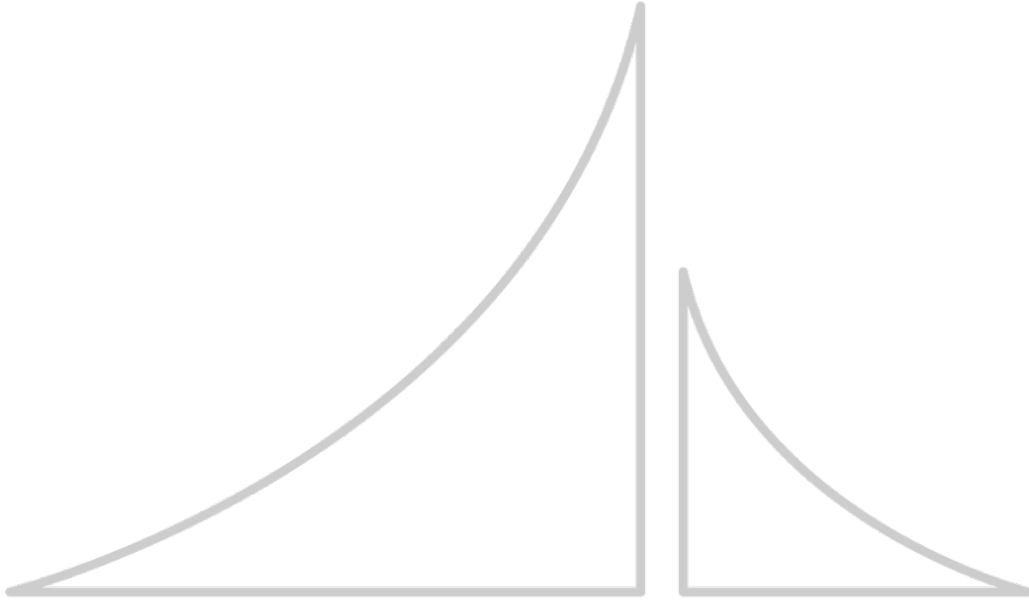
Parent/Guardian/Surrogate Signature Date _____ Date
Student Signature

Date IEP was given to parent(s): _____
If the parent(s) did not attend, the person responsible for forwarding and explaining the contents of the IEP to the parents along with their rights is:

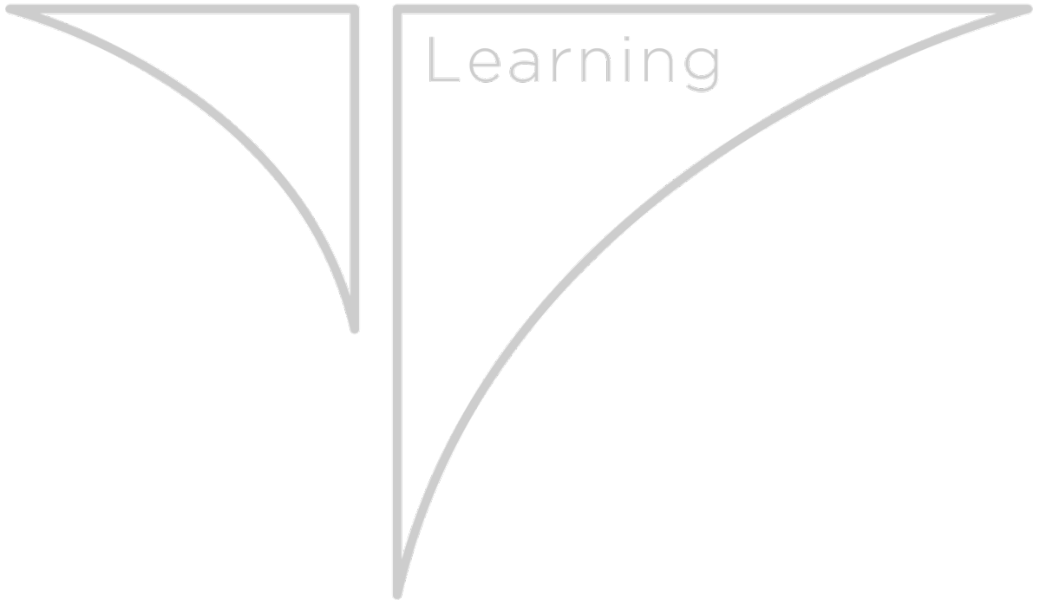
Documentation of IEP Review by Other Teachers not in Attendance:

_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date

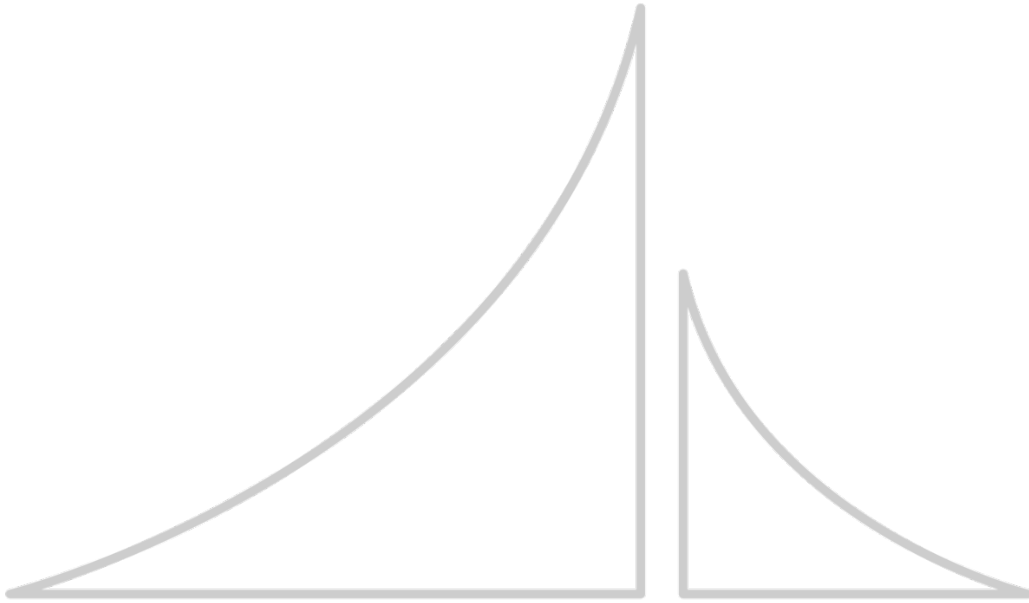
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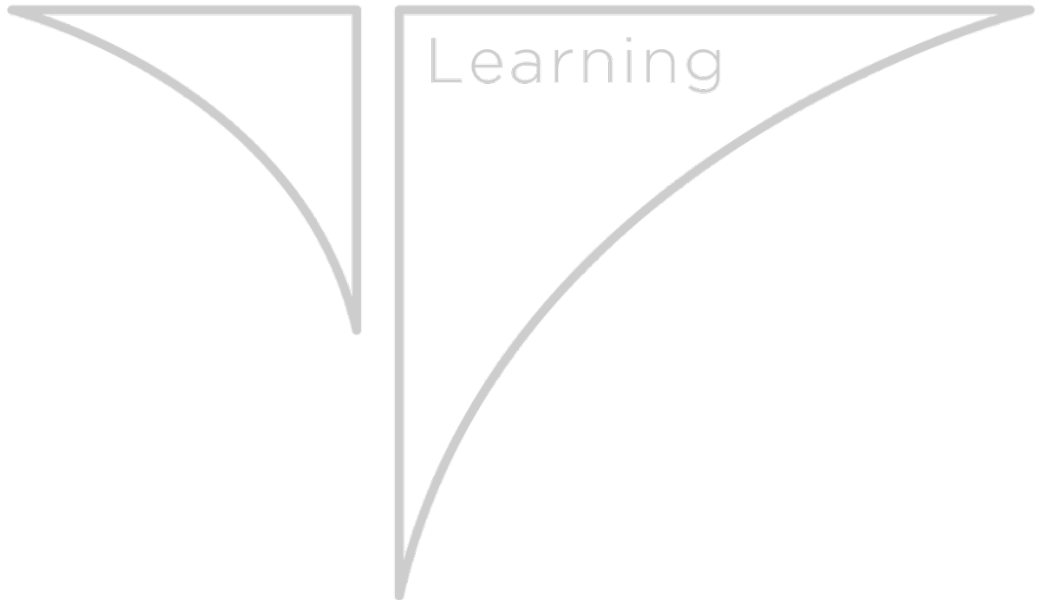
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