INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM REPORT

Date of IEP
Team Meeting: 06/01/2021

Date of IEP
Offer of FAPE: 06/01/2021

Date of Most Recent Evaluation IEP:

Student Name: Tony Smith

Home Phone: 123-456-7890

Student Address:1234 West St. StoneybrookState: MichiganZip Code: 40000

County: Kent Resident District for Purpose of FAPE: Stoneybrook

Student Primary Language: English Language in the Home: English

Birthday: 02/29/08 Age: 8 Grade: Second Grade

	PURPOSE	
Purpose of IEP Team Meeting: Initial		
	PARTICIPANTS	

Participant Name	Title/Relationship	Present in Meeting?
Kim Jones	Parent/Guardian	✓ Present □ Not Present
Jane Doe	Eval Team Rep	✓ Present □ Not Present
Mrs. Hirsh	General Ed Teacher	✓ Present □ Not Present
Emma Turner	Social Worker- Special Ed Provider/C4S Provider	☑ Present □ Not Present
John Doe	Special Ed Provider	✓ Present □ Not Present
Tom Smith	School District Rep	✓ Present □ Not Present

STUDENT PROFILE AND ELIGIBILITY

In determining both eligibility and need for special education program/services, the IEP Team must consider each of the following:

Student Strengths

Tony is friendly, enjoys recess, matchbox cars and playing games. He excels in science and enjoys participating in class activities.

Parent/Guardian Concerns

Tony's mother, Ms. Kim Jones is concerned about Tony's behavior challenges at home. His previous school suggested he repeat the first grade but Ms. Jones disagreed. Tony does not respond to her disciple and is unruly at times. Due to the fact Ms. Jones works in the evenings/night, she can not spend as much time with him as she'd like and Tony acts out because of it.

Current Evaluations

Parent interview, Teacher interview, Student interview, Classroom observation, Behavioral Disorders Identification Scale (BDIS), WISC-III, STAR, CTBS

Based on 1) Tony's current functioning, 2) the most recent evaluation findings and 3) any additional assessment information, does the IEP Team determine that this student has a disability that requires special education programs/services?

☑ Yes, Tony is eligible for special education

<u>Primary Disability</u> <u>Qualifying Criteria</u>

Emotional Impairment Behavior/Feelings

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area of Need	Subarea of Need	Goal?
Socio-Emotional/Behavioral	Self Regulation	\square

Data Sources, Descriptions of Need AND Starting Point for Instruction

Based on parent, teacher and student interviews, Tony is friendly, excels in science and enjoys recess, matchbox cars and playing games. Interviews and observations noted challenges in demonstrating expected behaviors in unstructured settings (such as recess), inappropriate social interactions, off-task behaviors, disruptive behaviors (ie. yelling, arguing, etc.), destruction of school supplies and refusal to comply with teacher requests. Tony's parent, Kim, and teacher, Cindy Hirsh, completed a Behavioral Disorders Identification Scale (BDIS). Both scales determined Tony's percentile score of 2 which can be interpreted as 98% of students in the normative sample ranked the same or higher than Tony. Four of the five subscales on the BDIS Home and School Versions resulted in standard scores that are in the clinically significant range.

From the parent and teacher's rating scales, Tony demonstrates clinically significant challenges in Learning/Self-Control, Interpersonal/Social, Inappropriate Behavior, Unhappiness/Depression (per parent) and Physical Symptoms/Fears (per teacher). More specifically, the areas occurring frequently are:

Learning/Self Control Subscale:

Making statements that are disconnected unrelated, bizarre and unintelligible (Parent)

Reacts physically in respond to excitement, disappointment, surprise, happiness, fear, etc. (Parent)

Difficulty understanding abstract concepts (Parent)

Moves about unnecessarily (Parent and Teacher)

Does not perform or complete classroom assignments during class time (Teacher)

Fails to perform assignments independently (Teacher)

Does not remain on task (Teacher)

Interpersonal/Social Subscale:

Behaves more appropriately when alone or with one peer (Parent and Teacher)

Gets angry when told he is wrong, told to do something in a different way (Parent and Teacher)

Behaves inappropriately (Parent)

Will not eat at mealtime (Parent)

Engages in inappropriate behavior at mealtime (Parent)

Easily frustrated (Parent and Teacher)

Easily angered, annoyed, upset (Teacher)

Bothers other students who are trying to work (Teacher)

Does not share possessions or materials (Teacher)

Does not allow others to take turns, participate in activities or games (Teacher)

Inappropriate Behaviors:

Engages in sexually-related behaviors (Parent)

Steals or forcibly takes things from others (Parent)

Makes unnecessary physical contact with others (Teacher)

Impulsive (Teacher)

Unpredictable behavior (Teacher)

Fails to comply with teachers or other school personnel (Teacher)

Ignores consequences for his behavior (Teacher)

Needs immediate reward/reinforcement in order to demonstrate appropriate behavior (Teacher)

Responds inappropriately to redirection in academic and social situations (Teacher)

Unhappiness/Depression Subscale:

Is unpredictable in behavior (Parent)

Does not accept change in established routines (Parent)

Physical Symptoms/Fears Subscale:

Indicates concern regarding problems in home/fails to deal with classroom requirements because of outside situations (Teacher) Throws temper tantrums (Teacher)

Adverse Impact

Tony's challenges in demonstrating self-regulation severely impacts his success in the general education setting. Tony needs to demonstrate expected behaviors in the classroom in order to progress both academically and socially so that he can contribute positively in the classroom. If Tony can flourish in his educational environment, he will have the opportunity to be successful in his community.

Area of Need	Subarea of Need	Goal?
Reading	Word Recognition	\square

<u>Data Sources, Descriptions of Need AND Starting Point for Instruction</u>

Tony completed the WISC-III with the school psychologist. His IQ score is 103 which falls in the average range (90-110). This indicates that Tony does not have a cognitive impairment. Tony also completed achievement scores on the WISC-III. His reading and writing scores are almost two standard deviations (15 points) below his ability (IQ- 103). His reading achievement score is 76. Tony's comprehension was higher than other parts of the reading assessment. He demonstrated the ability to comprehend text higher than he could read words independently.

Tony completed STAR assessments in second grade. His grade level equivalencies are as follows: Reading 1.2, Comprehension 1.4. Tony also completed assessments on DAB-3. His grade level equivalencies are as follows: Word Recognition 1.0, Reading Comprehension 1.3.

Tony received Tier 2 interventions for reading. Progress monitoring reports showed that Tony did not respond to intervention and remained below grade level after two rounds (14 weeks each).

Adverse Impact

Tony's difficulties in word recognition severely impact his ability to progress and maintain academic skills at grade level.

Area of Need	Subarea of Need	Goal?
Writing	Grammar	Ø

Data Sources, Descriptions of Need AND Starting Point for Instruction

Tony completed achievement scores on the WISC-III. His reading and writing scores are almost two standard deviations (15 points) below his ability (IQ- 103). His writing achievement score is 78.

Tony completed STAR assessments in second grade. His grade level equivalencies are as follows: Writing 1.1. Tony also completed assessments on DAB-3. His grade level equivalencies are as follows: Capitalization- 1.1, Punctuation- 1.1, Spelling- 1.0, Writing-Contextual Language- 1.0, Writing: Story Construction- 1.2.

Adverse Impact

Tony's difficulties in using proper grammar severely impacts his ability to progress and maintain academic skills at grade level.

Area of Need	Subarea of Need	Goal?
Math	Calculation	Ø

<u>Data Sources, Descriptions of Need AND Starting Point for Instruction</u>

Tony also completed achievement scores on the WISC-III. Tony's math achievement score was one standard deviation below his ability. His math achievement score is 85.

Tony completed STAR assessments in second grade. His grade level equivalencies are as follows: Math1.7, Math Computation- 1.6, Math Problem Solving- 1.6. Tony also completed assessments on DAB-3. His grade level equivalencies are as follows: Mathematics Reasoning- 1.8, Math Calculation- 1.7.

Tony completed CTBS assessments in second grade. His skills in addition with 1 digit numbers, recognition of currency to \$1 and cent value of currency to \$1 at instructional level (50%-89%). Skills in subtraction with 1-3 digits, Telling time to hour and half hour, multiplication, division and recognition of fractional parts is at the frustration level (0-49%).

Adverse Impact

Tony's difficulties in math calculation severely impact his ability to progress and maintain academic skills at grade level.

SPECIAL FACTORS SUPPLEMENTARY AIDS AND ASSESSMENTS

Supports and Modifications to the environment, behavior training needs, social interaction supports, health-related needs, physical needs, transition aids and supports will be provided to enable Tony:

- to advance appropriately toward attaining his annual goals,
- to be involved in and make progress in the general education curriculum,
- to participate in extracurricular and other nonacademic activities, and
- to be educated and participate in activities with other students with disabilities, as well as nondisabled students.

Explain the extent, if any, to which Tony will not participate with nondisabled students:

Tony is projected to attend a general education classroom with typically developing peers 80% or more of the school day.

The IEP team must consider the following areas of need for each student. For the areas of need below, does Tony require support and/or services due to?					
□ Yes	✓ No	Communication Needs			
□ Yes	☑ No	Need for assistive technology devices and services			
The IEP team must consider the following for Tony, as appropriate. Does Tony require support and/or services in the areas of need below? ☐ The use of positive behavioral interventions and supports and other strategies, to address behavior because he has behavior that impedes his learning or the learning of others ☐ Language needs because he has limited English proficiency ☐ Braille instruction because he is blind or visually impaired ☐ The mode of language and communication because he is deaf or hard of hearing					
☑ Supplement Supp	☑ Supplementary aids and services are needed at this time.				

Supplementary Aids/Program Modifications/Support for School Personnel	<u>Frequency/Timeline</u>	<u>Location</u>
Preferential seating close to the teacher	Daily	All general education and special education settings
Small group instruction for reading and math	Daily	All general education and special education settings
Alternate setting for testing	Daily	All general education and special education settings
Check in/check out intervention for self-regulation with a preferred adult chosen by Tony	Daily	All general education and special education settings
Small group intervention with the school social worker to address peer relationships	Once a week	General education setting of special education office

STATE ASSESSMENTS

Are state assessments required for the grade level(s) covered by this IEP?	✓ Yes	□ No
To participate in the state assessment(s), will Tony require accommodations and/or alternative assessments?	✓ Yes	□ No
Does Tony need to take an alternate assessment instead of a particular state assessment?	□ Yes	☑ No

ACCOMMODATIONS AND ALTERNATE ASSESSMENT

The IEP Team has determined that Tony will participate in the following state assessments:

☑ M-Step: The Michigan Statewide Assessment for students in grades 3-8 and 11

For the state assessments listed, the IEP Team has determined that the following accommodations and/or alternate assessments are needed for Tony to participate:

Assessment	Subtest	Time/Schedule	<u>Setting</u>	Presentation	Response
MI State-wide Assessment	English Language Arts (Gr 3-7)	U- Breaks; Same day (M-Step/MI-Access/W IDA/Benchmarks)	U- Alternate education setting; in school (M-Step/MI-Access/ WIDA/Benchmarks)	D- Human Reader (ELA Questions & options Gr 3-8)	
MI State-wide Assessment	English Language Arts (Gr 3-7)		U- Individually or in small group (M-Step/MI-Access/ WIDA)	U- Directions: Emphasize, repeat, restate, clarify (M-Step/MI-Access/ WIDA/Benchmarks)	
MI State-wide Assessment	Mathematics (Gr 3-7)	U- Breaks; Same day (M-Step/MI-Access/W IDA/Benchmarks)	U- Alternate education setting; in school (M-Step/MI-Access/ WIDA/Benchmarks)	U- Directions: Emphasize, repeat, restate, clarify (M-Step/MI-Access/ WIDA/Benchmarks)	
MI State-wide Assessment	Mathematics (Gr 3-7)		U- Individually or in small group (M-Step/MI-Access/ WIDA)		

Additional Information:

GOALS AND OBJECTIVES

Area of Need: Social-Emotional Behavioral	Subarea: Self-Regulation

Annual Goal:

Tony will use a coping strategy (breaks, sensory needs, deep breaths, etc.) to regulate himself with 1 or less teacher prompts on 4 out of 5 opportunities by June 2022, as measured by monthly documented teacher observations.

☐ Yes

✓ No

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks?

Short-Term Goals and Objectives/Benchmarks:

Objectives/Benchmarks		<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>	
1	By October 2021, Tony will use a coping strategy (breaks, sensory needs, deep breaths, etc.) to regulate himself with 3 or less teacher prompts on 2 out of 5 opportunities as measured by monthly documented teacher documentation.	3 or less teacher prompts 2 out of 5 opportunities	Documented teacher observations	Monthly	
2	By January 2022, Tony will use a coping strategy (breaks, sensory needs, deep breaths, etc.) to regulate himself with 2 or less teacher prompts on 3 out of 5 opportunities as measured by monthly documented teacher documentation.	2 or less teacher prompts 3 out of 5 opportunities	Documented teacher observations	Monthly	
3	By June 2022, Tony will use a coping strategy (breaks, sensory needs, deep breaths, etc.) to regulate himself with 1 or less teacher prompts on 4 out of 5 opportunities as measured by monthly documented teacher documentation.	1 or less teacher prompts 4 out of 5 opportunities	Documented teacher observations	Monthly	

Staff Responsible for Goal: School Social Worker, Special Ed Teacher

How will prog	gress on goal	s and objectiv	es by reported
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✓ Progress Reporting- Text Option

□ Progress Reporting- Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

☑ Every grading period

GOALS AND OBJECTIVES

Area of Need: Reading	Subarea: Word Recognition				
Annual Goal: Tony will read 60 first grade sight words with or without monthly Dolch sight word assessments and DAB-3 word recognition		ıne 2022, as me	asured by		
Will a graph be used to report progress toward the annual goal and objectives/benchmarks?	associated	□ Yes	☑ No		

Short-Term Goals and Objectives/Benchmarks:

Objectives/Benchmarks		<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	By October 2021, Tony will read 40 first grade sight words with or without choices with 100% accuracy as measured by monthly monthly Dolch sight word assessments and DAB-3 word recognition probes	40 First grade sight words 100% accuracy	Dolch sight word assessments DAB-3 word recognition probes	Monthly
2	By January 2022, Tony will read 50 first grade sight words with or without choices with 100% accuracy as measured by monthly monthly Dolch sight word assessments and DAB-3 word recognition probes.	50 First grade sight words 100% accuracy	Dolch sight word assessments DAB-3 word recognition probes	Monthly
3	By June 2022, Tony will read 60 first grade sight words with or without choices with 100% accuracy as measured by monthly monthly Dolch sight word assessments and DAB-3 word recognition probes.	60 First grade sight words 100% accuracy	Dolch sight word assessments DAB-3 word recognition probes	Monthly

Staff Responsible for Goal: Special Ed Teacher

How will pr	ogress on goals and objectives by reported
abla	Progress Reporting- Text Option
	Progress Reporting- Other Option (Specify):
Co	mments:

When will progress on goals and objectives be reported?

☑ Every grading period

GOALS AND OBJECTIVES

Area of Need: Writing			
Annual Goal: Tony will use correct capitalization, punctuation and solution and solution witing samples with 90% accuracy by June 2022, as managed to the contract of the cont			ed by monthly
Will a graph be used to report progress toward the annual goal and objectives/benchmarks?	associated	□ Yes	☑ No

Short-Term Goals and Objectives/Benchmarks:

	Objectives/Benchmarks	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	By June 2022, Tony will use correct capitalization when writing complete sentences with 90% accuracy as measured by monthly documented writing samples.	italization when writing complete sentences 90% accuracy as measured by monthly		Monthly
2	By June 2022, Tony will use correct punctuation when writing complete sentences with 90% accuracy as measured by monthly documented writing samples.	90% accuracy	Documented writing samples	Monthly
3	By June 2022, Tony will use correct spelling when writing complete sentences with 90% accuracy as measured by monthly documented writing samples.	90% accuracy	Documented writing samples	Monthly

Staff Responsible for Goal: Special Ed Teacher

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now will i	progress (on agais	and ob	iectives b	v reported

✓ Progress Reporting- Text Option

☐ Progress Reporting- Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

Every grading period

GOALS AND OBJECTIVES

Area of Need: Mathematics	Subarea: Calculation		
Annual Goal: Tony will subtract one to three digit numbers, tell time 90% accuracy by June 2022, as measured by monthly teacher creat	, , ,	d divide two digit	t numbers with
Will a graph be used to report progress toward the annual goal and objectives/benchmarks?	l associated	□ Yes	☑ No

Short-Term Goals and Objectives/Benchmarks:

	Objectives/Benchmarks	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	By June 2022, Tony will subtract 1-3 digit numbers using regrouping strategies with 90% accuracy as measured by monthly CBM probes.	90% accuracy	Teacher created assessments CBM probes	Monthly
2	By June 2022, Tony will tell time to the nearest minute with 90% accuracy as measured by monthly CBM probes.	90% accuracy	Teacher created assessments CBM probes	Monthly
3	By June 2022, Tony will multiply and divide two digit numbers with 90% accuracy as measured by monthly CBM probes.	90% accuracy	Teacher created assessments CBM probes	Monthly

Staff Responsible for Goal: Special Ed Teacher

How will progress on	goals and ob	jectives by	y reported
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✓ Progress Reporting- Text Option

□ Progress Reporting- Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

Every grading period

Programs and Services

Related Services with General Education and/or Special Education Programs

Direct Service: the primary mode of service is directly working with the student. There may be occasional consultation with others. **Consultative Service**: the primary mode of service is working with the teacher(s) and others having daily contact with the student. Direct work with the student is occasional

Current IEP Year: From Date 06/01/2021

School Year: 2020-21 Grade: Second grade **To Date:** 05/31/2022 School Year: 2021-22 Grade: Third grade

Related Services	Start Date	End Date	Service Mode	Min	Minutes		tes Sessions		Sessions Fr		Setting within Location
				Low Min.	High Min.	Low Number	High Number				
School Social Worker 34 CFR §300.24	6/01/2021	5/31/2022	☑ Direct □ Consultive	20	20	1	1	Week	SE Office, SE & GE Class		

Programs	Depart- mentalized	Start Date	End Date	Bldg/Location	SE		SE		SE		SE		SE		SE GE		Total	Frequency
	memanzeu	Date			Low Min	High Min	Low Min	High Min	Min									
Elementary Level Resource Program 1749a	☑ Y □ N	6/01/2021	5/31/2022	Stoneybrook Elementary	300	300	1800	1800	2100	Week								

All programs and services listed above will begin on the initiation date of the IEP and continue for one calendar year following the approved school district calendar. Services will be provided as stated above, except when the week or month is shortened due to holiday, vacation, weather related school cancellations, or student absence. Extended school year services (ESY) must be provided only if the IEP Team determines on an individual basis that ESY services are necessary for the provision of a free appropriate public education.

OTHER CONSIDERATIONS

TRANSPORTATION PROVISIONS

Has the IEP Team determined that Tony requires special transportation?

☑ No, transportation is not required or general education transportation is sufficient to meet Tony's needs.

EXTENDED SCHOOL YEAR

☑ The IEP Team has considered the anticipated needs of this student including the need for extended school year (ESY) services

□ ESY services are needed

ANTICIPATED NEEDS AND OTHER COMMENTS

Other Comments related to this IEP:

Tony will receive reading and math instruction in the resource room setting for 60 minutes a day 5 days a week. Tony is projected to attend a general education classroom with typically developing peers 80% or more of the school day.

Stoneybrook Elementary NOTICE REGARDING PROVISION OF SPECIAL EDUCATION

Student Information

Student: Tony Smith Date of IEP Team Meeting: 06/01/2021

Birthdate: 02/29/08 Resident District for Purpose of FAPE: Stoneybrook

Age: 8 Student Primary Language: English

Grade: Second Grade Language in the Home: English

PURPOSE

This notice is a result of the Individualized Education Program (IEP) Team meeting that was held on the date listed above for the following purpose(s):

Primary Purpose: Initial Additional Purpose:

INITIAL PROVISION OF PROGRAMS AND SERVICES

You are receiving this notice because, based upon the **initial** IEP Team meeting, Tony was found **eligible for special education/services**. We are proposing to implement his IEP. Upon district signature this notice and Tony's IEP constitute the district's offer of a Free Appropriate Public Education (FAPE).

Pending receipt of your written consent, programs/services/supplementary aids will start on: 06/01/2021 The following person will assure implementation of this IEP: 194 Teacher - Resource Program

OPTIONS CONSIDERED

The IEP Team Report describes the assessment/evaluation procedures and data used during the IEP Team meeting. The following options were considered but not selected for the reason(s) indicated below:

Considered Options	Reasons Not Selected
Communication Needs	Tony is able to communicate his wants and needs, commensurate with his same age level peers.
Need for assistive technology devices and services	Tony's communication skills are consistent with same age and grade level peers and do not require specialized instruction, modifications or accommodations.

Other relevant factors to the district's proposal or refusal: None

RESOURCES FOR PARENTS

The Parent Handbook and Procedural Safeguards issued annually describes protections under the Individuals with Disabilities Education Act (IDEA). Information is also available from:

- FAMILY MATTERS, an online resource center for families developed by the Michigan Department of Education Oce of Special Education (MDE-OSE), provides information about special education and other resources, in a parent friendly format. http://bit.ly/MDEFamilyMatters
- DISABILITY ADVOCATES OF KENT COUNTY: 3600 Camelot Drive SE, Grand Rapids, MI 49546; 1-616-949-1100; https://www.dakc.us/
- DISPUTE RESOLUTION CENTER OF WEST MICHIGAN: 678 Front Ave NW, Grand Rapids, MI 49504; 1-616-459-3339; www.arckent.org
- ARC OF KENT COUNTY: 2922 Fuller Ave NE, Grand Rapids, MI 49505; 1-800-873-7658; www.drcwm.org

MICHIGAN ALLIANCE FOR FAMILIES: 1325 S. Washington Ave, Lansing, MI 48910; 1-800-552-4821; www.michiganallianceforfamilies.org

- DISABILITY RIGHTS MICHIGAN: 4095 Legacy Parkway, Suite 500, Lansing, MI 48911-4263; 1-800-288-5923; www.drmich.org
- MICHIGAN DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION: PO Box 30008, Lansing, MI 48909; 1-517-373-0923; www.michigan.gov/mde

SIGNATURES	
DISTRICT COMMITMENT	
The school district superintendent/designee assures that the least restrictive environment has been fully cor	nsidered and assigns this
student to the following:	
☑ The resident district	
☐ An operating district	
Building/Program: Stoneybrook Elementary	
Resident District Superintendent/Designee:	Date: 06/01/2021
PARENT/GUARDIAN/STUDENT	
Parent consent is required for the initial provision of special education programs and/or services.	
I/We, as parent/guardian/student:	
Give consent to the initial provision of special education programs/services	
□ Decline to give consent to the initial provision of special education programs/services	
□ Consent was not received within 10 school days	
Parent/Guardian/Student:	Date: