

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. Stoneybrook

State: Michigan

Zip 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	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Not Present
Jane Doe	Eval Team Rep	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Not Present
Mrs. Hirsh	General Ed Teacher	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Not Present
Emma Turner	Social Worker- Special Ed Provider/C4S Provider	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Not Present
John Doe	Special Ed Provider	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> Not Present
Tom Smith	School District Rep	<input checked="" type="checkbox"/> Present	<input type="checkbox"/> 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 discipline 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

Primary Disability

Emotional Impairment

Qualifying Criteria

Behavior/Feelings

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area of Need	Subarea of Need	Goal?
Socio-Emotional/Behavioral	Self Regulation	<input checked="" type="checkbox"/>

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.

<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Goal?</u>
Reading	Word Recognition	<input checked="" type="checkbox"/>
<p><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.</p> <p>Tony completed STAR assessments in second grade. His grade level equivalencies are as follows: Reading1.2, 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.</p> <p>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).</p>		
<u>Adverse Impact</u>		
Tony's difficulties in word recognition severely impact his ability to progress and maintain academic skills at grade level.		
<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Goal?</u>
Writing	Grammar	<input checked="" type="checkbox"/>
<p><u>Data Sources, Descriptions of Need AND Starting Point for Instruction</u> 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.</p> <p>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.</p>		
<u>Adverse Impact</u>		
Tony's difficulties in using proper grammar severely impacts his ability to progress and maintain academic skills at grade level.		
<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Goal?</u>
Math	Calculation	<input checked="" type="checkbox"/>
<p><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.</p> <p>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.</p> <p>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%).</p>		
<u>Adverse Impact</u>		
Tony's difficulties in math calculation severely impact his ability to progress and maintain academic skills at grade level.		

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	Setting	Presentation	Response
MI State-wide Assessment	English Language Arts (Gr 3-7)	U- Breaks; Same day (M-Step/MI-Access/WIDA/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/WIDA/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
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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.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Goals and Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<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 progress on goals and objectives be reported

- Progress Reporting- Text Option
- Progress Reporting- Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every grading period
- Other

GOALS AND OBJECTIVES

Area of Need: Reading	Subarea: Word Recognition
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Annual Goal: Tony will read 60 first grade sight words with or without choices with 100% accuracy by June 2022, as measured by monthly Dolch sight word assessments and DAB-3 word recognition probes.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Goals and Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<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 progress on goals and objectives be reported

- Progress Reporting- Text Option
- Progress Reporting- Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every grading period
- Other

GOALS AND OBJECTIVES

Area of Need: Writing	Subarea: Grammar
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Annual Goal: Tony will use correct capitalization, punctuation and spelling when writing complete sentences as measured by monthly documented writing samples with 90% accuracy by June 2022, as measured by monthly documented writing samples.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Goals and Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<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.	90% accuracy	Documented writing samples	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

How will progress on goals and objectives be reported

- Progress Reporting- Text Option
- Progress Reporting- Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every grading period
- Other

GOALS AND OBJECTIVES

Area of Need: Mathematics	Subarea: Calculation
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Annual Goal: Tony will subtract one to three digit numbers, tell time the nearest minute, and multiply and divide two digit numbers with 90% accuracy by June 2022, as measured by monthly teacher created assessments and CBM probes.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

Short-Term Goals and Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<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 objectives be reported

- Progress Reporting- Text Option
- Progress Reporting- Other Option (Specify):

Comments:

When will progress on goals and objectives be reported?

- Every grading period
- Other

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	Minutes		Sessions		Frequency	Setting within Location
				Low Min.	High Min.	Low Number	High Number		
School Social Worker 34 CFR §300.24	6/01/2021	5/31/2022	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Consultive	20	20	1	1	Week	SE Office, SE & GE Class

Programs	Departmentalized	Start Date	End Date	Bldg/Location	SE		GE		Total	Frequency
					Low Min	High Min	Low Min	High Min	Min	
Elementary Level Resource Program 1749a	<input checked="" type="checkbox"/> Y <input type="checkbox"/> 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.

Student Name: Tony Smith

IEP Date: 06/01/2021

- 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 considered 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:** _____